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ABSTRACT

This document represents the third annual evaluation study of the Advanced Institutional Development Program (AIDP) and its impact on colleges involved in the program. An introductory section traces the historical development of the AIDP, its goals and characteristics, and its role in assisting institutions in developing low-income students, improving instructional effectiveness, and enhancing administrative effectiveness. A Planning Team Report provides an in-depth assessment of the achievement of institutional goals over the academic year as perceived by faculty and administrators. The third section presents the findings of an impact evaluation questionnaire designed to gather comparative data on the status of each AIDP institution in the areas of curriculum improvement, student services, continuing education, and planning, management, and evaluation. A fourth section describes on-site visits to a sample of two- and four-year institutions to facilitate the comparison process and enable an in-depth probing of areas that might have been overlooked or discounted by the institutions. A concluding section reflects the consensus among administrators that involvement in AIDP has strengthened academic programs and student support services, and has improved administrative processes. An appendix contains the impact evaluation study questionnaire. (MB)

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ED164070

ANNUAL AIDP IMPACT EVALUATION STUDY
FY 1978

Prepared By
McManis Associates, Inc.
and
University Associates, Inc.
for the
Advanced Institutional Development Program

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JC 790 081

THE 1978 ANNUAL AIDP IMPACT EVALUATION STUDY

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FOREWORD

This is the third annual evaluation study of the Advanced Institutional Development Program (AIDP) sponsored by the U.S. Office of Education. It is intended to give those who already have a general understanding of the program an in-depth view of its impact on institutions of higher education which are participants in the program.

This report has been prepared by the assisting agencies of the two nationwide consortia of AIDP grantee institutions, which were appointed in 1975 to assist the individual institutions in meeting their objectives, and to help AIDP meet its legal obligations under the 1972 amendments to Title III of the Higher Education Act (1975). This act stipulated that a grantee institution must "set forth policies and procedures for the evaluation of the effectiveness of the project or activity in accomplishing its purpose." To enhance the effectiveness of the program, two nationwide consortia were established, one each for two-year and four-year grantee institutions. A coordinating institution and an assisting agency was then appointed to serve each consortium. Tuskegee Institute was named as coordinating institution for the four-year consortium; University Associates was named as assisting agency. The coordinating institution chosen for the two-year consortium was the Central YMCA Community College, and McManis Associates, Inc. was appointed as assisting agency.

The first evaluation of AIDP's impact on participating institutions was completed towards the end of FY 1976. The most recent evaluation, conducted during FY 1978, is described herein. Included is background information on the program itself, a description of the three data collection modes on which the evaluation is based, and the findings and conclusions of both consortia for each mode. Overall conclusions, covering the short- and long-range impact of the program on all grantee institutions since its inception, are then presented. The report concludes with a series of recommendations for enhancing the future operations and the impact of AIDP.

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TWO-YEAR COLLEGE CONSORTIUM STATEMENT

Each year of the AID Program has been marked by institutional growth and maturity and by helpful insights regarding management of educational activities. This last year has been especially helpful in that way, brought about in part by an increased flow of information between Consortium members and between the institutions and the Office of Education and the Assisting Agency, McManis Associates.

Through this increased flow of information, institutional needs have been better identified and served, and the concerns of participating administrators shared. The product of this has been articulated into program activities for the coming year, by the Assisting Agency and the Coordinating Institution.

Continued and improved monitoring of the institutional activities and plans will be the base on which other activities are built. The Assisting Agency will carry out this function.

Professional Development activities have been identified through a series of institutional needs and dialogue with key administrators. This will result in a series of Professional Development workshops staffed by persons with particular areas of competence, some identified by Consortium members. These will be conducted monthly.

On-site technical assistance as needed will be provided by qualified persons from Consortium member institutions or through consultants arranged by the Coordinating Institution or the Assisting Agency.

Consequently, activities for the new year reflect institutional concerns related to financial management and accountability, professional staff development, the skills necessary to plan and manage AID Program activities, and other topics pertinent to the membership.

The AID Program can thus serve as a model for other Federal programs supporting higher education. Its influence has prevaded every participating institution, helping improve processes, providing necessary resources, and reinforcing the total institutional thrust toward the fulfillment of the institutional mission. In the process of development it has identified areas for future development and alternative approaches to them.

Serving as the coordinating institution for the two-year consortium has been a privilege and a source of satisfaction for us at the Central YMCA Community College. The constant support and encouragement given by Dr. Anita Allen and the AIDP staff has been invaluable in providing guidance and ensuring success.

Membership and interaction within the consortium has benefitted all member institutions, through their associations with one another and with McManis Associates, Inc., our assisting agency.

The 1978 AIDP Annual Impact Study provides evidence of the value of AIDP and the justification for an expansion of the program so that additional schools can benefit.

Donald A. Canar
Chancellor
Central YMCA Community College

FOUR-YEAR COLLEGE CONSORTIUM STATEMENT

This year's AIDP Annual Evaluation Impact Study provides clear evidence that Title III is a sound federal investment for developing the national human resource. The AID Program is one of the most imaginative and far-reaching pieces of legislation in the history of higher education. The study reveals that one result of the "advanced" component is heightened quality of a critically important group of developing institutions, enabling them to provide for their students a clearly better education. These grant recipients are indeed among the most vital and responsive institutions in the nation, with special concern for low-income students.

Not more than a pittance of the total federal government investment in higher education, Title III represents the margin of difference in encouraging and assisting grantee institutions to take notable steps forward on serveral important fronts in institutional development.

The AIDP Impact Study confirms, as did previous studies, that grantee institutions are moving toward increased institutional effectiveness (planning, management and evaluation; institutional research; management information systems; and transactional information systems); toward academically attractive and stronger curriculum programs, and toward providing greater upward career mobility for students – all of which represent important national goals in the basic federal legislation.

This year's study extended previous inquiries into a more detailed examination of impact on transactional information systems. During the grant period, nearly one-half of all pre-existing subsystems have already been upgraded and 95 percent of all new subsystems have been or will be dependent upon AIDP funds for their development. Thus, in strengthening transactional information systems through computer processing, AIDP-funded activities have had a dominant impact.

Characteristic of colleges and universities nationally, severe financial problems confront AIDP institutions. These difficulties are compounded for AIDP colleges by the commitment to provide opportunity to the educationally and economically deprived and by efforts to enhance academic offerings and to undertake faculty development. The uncertainties which have surrounded the continued federal support of Title III have aggravated further the problems confronting grantee institutions as they plot future courses of action. A long-range federal program is needed to ensure the future development and success of AIDP.

As Coordinating Institution for the four-year consortium, Tuskegee commends the AIDP Branch of the United States Office of Education for its assistance. We applaud the enabling legislation which allowed original grantees to continue programs initiated or strengthened by AIDP funding; and the Consortium has been advanced by University Associates' technical assistance and expertise in review and evaluation. The combined impact of these consortium elements increased the viability of AIDP institutions.

L. H. Foster
President
Tuskegee Institute

I. INTRODUCTION

A. HISTORICAL ROOTS OF THE ADVANCED INSTITUTIONAL DEVELOPMENT PROGRAM

Post-World War II years produced an explosion of educational expectations in American society, and higher education was hailed as the secular salvation of the disadvantaged. Institutions expanded and strained their overburdened facilities to answer the needs. New institutions were founded to respond to the new educational needs. The Korean War, Sputnik, and the rising expectations engendered the affluence of a burgeoning economy provided still more impetus for the increasing demand for higher education.

Then a constellation of events stripped away some of the mystique surrounding higher education. It had not been the social panacea hoped for. Rising inflation was raising the public and private cost of education to the thresholds of resistance and other social capital development activities began to compete more effectively for the available resources. At the same time, many developing institutions were being tasked with the responsibility of taking ever larger numbers of students who had few resources and inadequate preparation and equipping them educationally to negotiate effectively in an increasingly specialized and complex social environment.

The one source able to marshall resources of a magnitude that was commensurate with the need was the Federal Government. The response was the Higher Education Act of 1965. Subsequent events in our history have prompted additions by the Office of Education. One addition was the Advanced Institutional Development Program. It was established to assist developing institutions as they pursued the development of low-income students, improved instructional effectiveness, and enhanced administrative effectiveness. It has been performing that function for four years.

As the institutions developed and revised their focus, the program has continued to evolve and respond to the changing needs of the developing institutions which have participated in the program.

B. BACKGROUND – FEDERAL LEGISLATION

In the Higher Education Act of 1965, Title III as amended in 1972, Section 301 (a), the U.S. Commissioner of Education was directed to:

> *Carry out a program of special assistance to strengthen the academic quality of developing institutions which have the desire and potential to make a substantial contribution to the higher education resources of Nation, but which are struggling for survival and are isolated from the main currents of academic life.*

There was authorization for enabling appropriations. Of those sums, 76 percent were allocated for "developing institutions which plan to award one or more bachelor's degrees during the year" (four-year institutions), while 24 percent were allocated to "developing institutions which do not plan to award such a degree during such year" (two-year institutions).

The Commissioner was empowered to award grants to selected developing institutions

> *Adjudged to have the potential for accelerated institutional development to expedite the institution's progress towards achieving both operational and fiscal stability and participation in the mainstream of American higher education.*

In short, the Commissioner was authorized to extend "venture capital" to the selected developing institutions, with the understanding that

> *Grants may be used for curriculum development compatible with changing societal needs; student services, including academic and career counseling; and faculty and administrative improvement programs.*

C. OVERALL PROGRAM GOALS AND PRIORITIES

The regulations governing the AIDP Program identify national goals for the program (169.33) and the program priorities used in the selection of the grantee institutions. The national goals focus on the educational needs of low-income students by:

- Providing them with the background to:
    - Obtain employment with upward mobility,
    - Move into professional areas in which low income students are underrepresented, and
    - Enter and complete graduate school.
- Initiating programs or projects which enhance administrative effectiveness; and
- Generating activities which facilitate curriculum development and educational effectiveness.

According to the legislation (Section 169.35), *the Commissioner will give preferential consideration to those applicants whose proposed programs are likely to best carry out one or more of the following objectives:*

(a) The provision of training in professional and career fields in which previous graduates of developing institutions are severely underrepresented;

(b) The addition of substantial numbers of graduates of developing institutions prepared for emerging employment and graduate study opportunities;

(c) *The development of more relevant approaches to learning by utilizing new configurations of existing curricula as well as a variety of teaching strategies;*

(d) *The development of new or more flexible administrative styles; and*

(e) *The improvement of methods of institutional effectiveness so as to increase the fiscal and operational stability of the institution and improve its academic quality.*

D. INSTITUTIONAL MISSION, GOALS, ACTIVITY OBJECTIVES, MILESTONES, AND EVALUATION MEASURES

AIDP evaluation is facilitated by the use of mission, goals, activity objectives and their corresponding performance evaluation measures, as well as milestone projections of individual grantee institutions. The progress of these institutions is reported on the schedules provided by the Office of Education. AIDP impact evaluation is accomplished through the annual AIDP Impact Evaluation Study.

Conceptually, an institution's mission is the apex of a pyramid or hierarchy. It is supported by goals, objectives, performance evaluation measures (PEMs), and milestone projections. Assessment of the institution's academic directions, supporting services, logistical needs, and available resources presumably has preceded the formulation of mission, goals, and objectives. Such assessment represents enormous effort and forms the base upon which this pyramid is constructed. The articulation, acceptance, and implementation of mission, goals, and objectives within the institution are predicted on inputs and involvement from the several hierarchical levels of the institution. ***Exhibit A*** shows the relationship between all of the components of the institutional planning and decision-making process.

Other than the mission statement — a philosophical, value-oriented declaration — all other devices, such as goals statements, activity objectives, PEMs, and milestones, are managerial expressions of intent. They are interdependent. The quality of one element directly affects the quality of the succeeding element.

COMPONENTS

Mission

The institutional mission is a broad statement of fundamental purpose that embraces the social and intellectual aspirations of the institution. Some or all of the following may properly be included in a mission statement: the legacy of the institution; the major segments of society served; academic and public service emphases; the character and composition of the student body; the character and quality of the faculty; new directions to be pursued; institutional uniqueness; the relationship to the social, economic, or political environment.

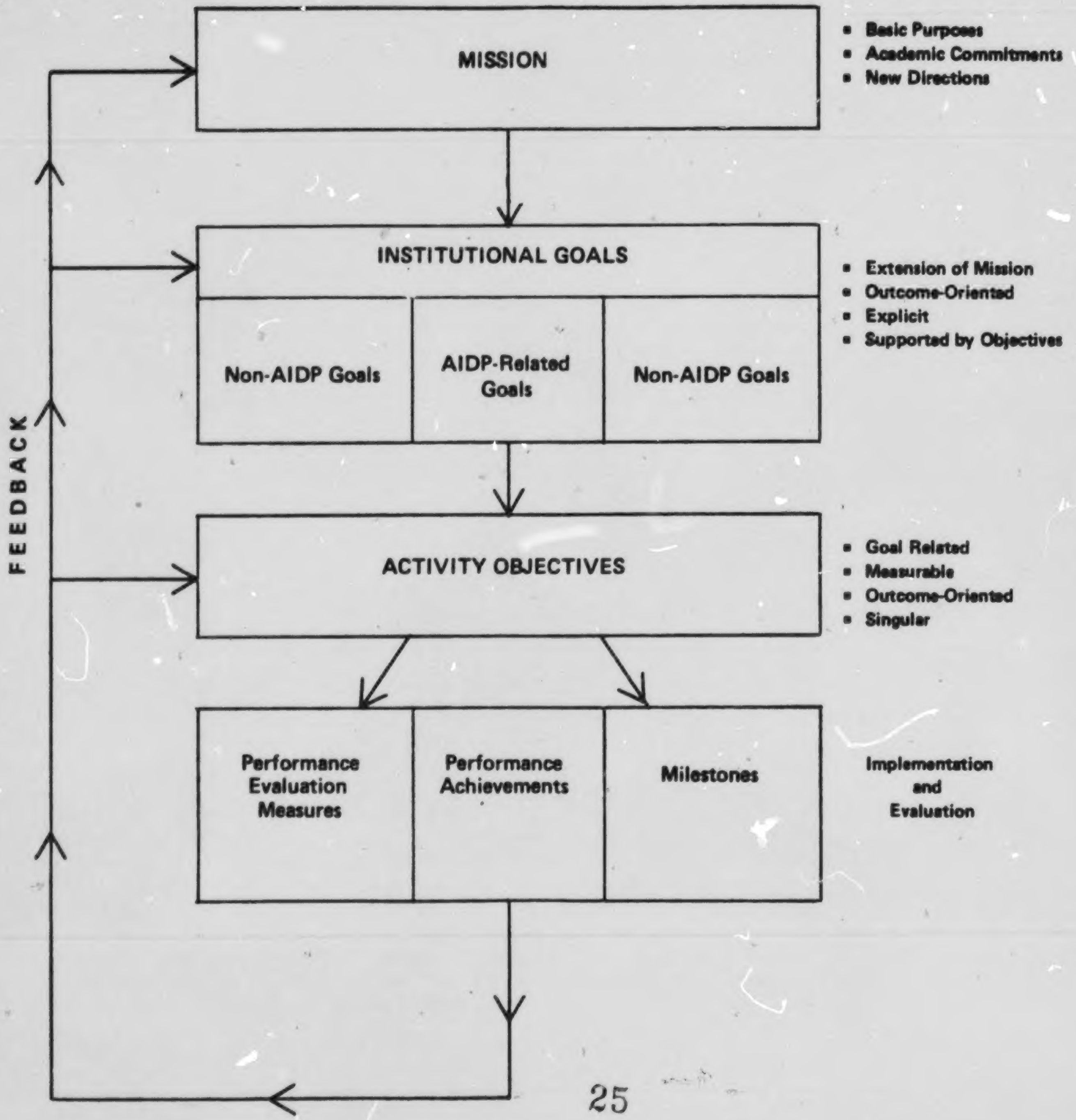
It is through the mission statement that the institution makes known its aspirations to develop the human resources and to serve education and society. The mission statement may also include important aspects of continuity, desired changes, or new directions.

Exhibit A

AIDP MAJOR COMPONENT RELATIONSHIPS

INSTITUTIONAL PLANNING AND DECISION-MAKING CYCLE FROM INITIATION TO FEEDBACK:

COMPONENT CHARACTERISTICS


MISSION
Basic Purposes
Academic Commitments
New Directions
INSTITUTIONAL GOALS
Non-AIDP Goals
AIDP-Related Goals
Non-AIDP Goals
Extension of Mission
Outcome-Oriented
Explicit
Supported by Objectives
ACTIVITY OBJECTIVES
Goal Related
Measurable
Outcome-Oriented
Singular
Performance Evaluation Measures
Performance Achievements
Milestones
Implementation and Evaluation
FEEDBACK

Only an institution can decide the nature and scope of its mission. The institutional mission is the principal reference for the development of the institution's goals and program activity objectives.

Elements of a mission statement include:

- A clear indication of the institution's overall purposes: who it will serve, how it will serve them, and the results of this service.
- A clear indication of the general direction in which the institution endeavors to move.
- A clear frame of reference for the relevancy of the institution's goals.
- A clarification of the emphasis, scope, and character of the institution's academic programs.
- A clear explanation of what distinguishes the institution from all other institutions.

Goals

Institutional goals are logical extensions of the institution's mission. The mission is the broad, overall, long-term purpose of the institution. A goal is more definitive and capable of achievement in a certain period of time. Goals are comprehensive and address themselves to the major roles and functions of the institution (academic instruction, public service, continuing education, student services, research, learning resources, institutional management, etc.). They may constitute the expansion or strengthening of existing programs or the inauguration of new programs. Goals define the directions toward which the institution wishes to move during the grant period. In contract to the philosophical mission statement, goals statements are management-oriented and indicate a need for concrete actions.

An institutional goal should:

- Represent a logical extension of the mission statement;
- Be outcome-oriented;
- Be explicit; and
- Be supported by a series of objectives.

Objectives

Activity objectives are vehicles for the implementation of related institutional goals. They must be expressed in terms of expected outcomes, end results, or observable performance. If the objective is clear and well stated, it has the inherent quality of exercising a directive influence.

The statement of an activity objective should include the base of reference against which change can be quantitatively or qualitatively evaluated.

An acceptable objective will:

- Be outcome-oriented;
- Be measurable, suggesting the quantitative or qualitative degree, amount, or level of the achievement or change being sought;
- Be focused on ***singular*** rather than multiple outcomes;
- Be of sufficient scope to embrace a series of discrete tasks and major events; and
- Be consistent with one or more institutional goals.

Milestones

Milestones are indicators of progress on a predetermined timetable or schedule which show the relationship between actual accomplishments and planned accomplishments of major tasks or events. They facilitate the assessment of any consequences which may result from delays in their achievement.

A milestone should:

- Denote a major task or event rather than a routine event;
- Be a singular or discrete task or event;
- Be a step leading to the completion of an objective; and
- Be part of a logical sequence.

Performance Evaluation Measures

Performance evaluation measures are statements identifying the criteria, process, product, and personnel utilized in the assessment process. PEM's have many characteristics which are similar to objectives; however, objectives differ significantly from PEM's by including statements of active intent.

A performance measure should:

- Include the ***specific criteria*** of acceptable attainment of the objective.
    - ▫ At least one performance evaluation measure should be developed for each activity objective.
- Include specific details which include verification of results, baselines for measurement, tests to be administered, identification of respondents, etc. For example, baselines for measurement should include the percentages/amounts from which progress or increases are determined.
- Include the location of evidence or person responsible for assessment of outcome.

SUMMARY

The components described provide the measurement structure for the planning, management, and evaluation processes functioning at an institution. They also offer direction and guidelines for the analysis of AIDP impact on the institution. While the impact evaluation study includes more subjective and qualitative considerations than the evaluation component of the PME system, it also incorporates many of the quantitative measures of the PME system. The additional subjective dimensions provide an opportunity for the identification and analysis of crucial, but unquantifiable, results.

The reporting procedure which continues throughout the year provides a specific assessment of the task performance of each school. The purpose of the periodic reports is to provide real time data in the status of activities. This differs from the intent of the annual AIDP Impact Study which is concerned with the impact of AIDP-funded programs and activities on the institution and the host community.

E. PROGRAM CHARACTERISTICS

1. ELIGIBILITY CRITERIA

The eligibility criteria for AIDP participation are specified in HEW regulations (Section 169.12), "Strengthening Developing Institutions Program." The eight ***quantitative*** factors are:

1. FTE enrollment
2. Full-time enrollment
3. Percent of faculty with master's
4. Average faculty salary
5. Percent of students from low income families
6. Total E&G expenditures
7. E&G expenditures/FTE
8. Volumes in the library

Institutions which fall outside of the range of one or more of the quantitative criteria will be given an opportunity to demonstrate that the departure does not materially alter the character of the institution.

Additional ***qualitative*** factors are considered in determining eligibility. These factors are considered over a three-year period, the academic year in which the institution is seeking recognition as a developing institution and in the two preceding years. Among these qualitative factors are:

- Full-time equivalent enrollment;

- Number and trend of graduates continuing their education (extent of open enrollment):

    - ▫ At a four-year school for the community or junior college,
    - ▫ At a graduate or professional school for the four-year colleges,
    - ▫ Class standing of entering freshmen in their high school graduating class,
    - ▫ Percentage of freshmen finishing their first year,

  - Percentage of freshmen graduating, and
  - Percentage of graduating class gainfully employed.

- Quality of personnel:

  - Percentage of administrative staff with advanced degrees,
  - Faculty to student ratio, academic qualifications, and
  - Salary scale of the institution.

- Institutional vitality:

  - Fund-raising capability,
  - Planning capability, and
  - Existence of a Development Plan.

- Financial strength (present and projected):

  - Total income,
  - Sources and amounts from each,
  - Expenditures per full-time equivalent,
  - Rate of growth, and
  - Endowments and gifts (total and percent of income).

2. CHARACTERISTICS OF DEVELOPING INSTITUTIONS

For the purposes of the AID Program, according to the rules and regulations (Section 169.11), a *"developing institution" is an institution of higher education in any State which:*

a. *Is legally authorized to provide, and provides within the State, an education program for which it awards a bachelor's degree, or is a junior or community college;*

b. *Admits as regular students only persons having a certificate of graduation from a school providing secondary education or the recognized equivalent of such a certificate;*

c. *Is accredited by a nationally recognized accrediting agency or association determined by the Commissioner to be reliable authority as to the quality of training offered or is, according to such an agency or association, making reasonable progress toward accreditation;*

d. *Meets the requirements of paragraphs (a) and (c) of this section during the five academic years preceding the academic year for which it seeks assistance under this part, except that:*

   (1) The Commissioner may waive this five year requirement for those institutions located on or near an Indian reservation or a substantial number of Indians if he determines that such a waiver will increase the opportunity for Indians to obtain the benefits of higher education; and

(2) The Commissioner may waive three years of this five year requirement for an institution if he determines that such a waiver will substantially increase higher education for Spanish-speaking people. For purposes of this subparagraph, Spanish-speaking people are those persons of Hispanic heritage including persons of Mexican, Puerto Rican, Cuban, Central American, South American, or other Spanish-speaking origin.

e. Is, on the basis of the quantitative and qualitative factors set forth in Sections 169.12 and 169.13 respectively, (1) making reasonable effort to improve the quality of its teaching and administrative staffs and of its student services; and (2) for financial or other reasons, struggling for survival and isolated from the main currents of academic life.

3. CONSORTIA OF AIDP GRANTEE INSTITUTIONS

Institutions comprising the two consortia are listed in *Exhibits B* and *C* by state with the grant awards.

F. THE AID PROGRAM MODEL AND ANALYTICAL MODEL

A cooperative effort by the AIDP staff at the USOE, and consultants at McManis Associates and University Associates resulted in the formulation of the AID Program model. An analytical model of the program was then developed to assess the impact of AIDP. These models, developed last year, provided the structure upon which the data collection effort was based. Both the program and analytical models brought the overall AID Program goals into sharper focus and identified areas that are logically part of the student development process but are frequently overlooked in assessing the effectiveness of various activities. They are discussed in detail below.

Exhibit D shows the program model. Along Y axis of the three-dimensional matrix are the high-priority areas identified in the Legislation (national goals); along the Z axis are the AIDP impact areas; and along the X axis are the institutional goals and funded activities.

The three-dimensional analytical model (*Exhibit E)* provides a framework for the assessment of the AID Program or activity. Specific elements or cells form an array along one axis. The other two axes present the level of evaluation and the impact time frame, respectively.

1. AID PROGRAM MODEL

The AID Program model relates the following characteristics of the AID Program, as intended by legislation and implemented by the schools.

1. The AIDP's national goals are to develop each college's capacity to: (1) bring low-income students into the mainstream of professional careers; (2) continue to strengthen the instructional delivery system; and (3) continue to improve the administrative effectiveness. These goals are reflected in the following three AIDP National Priority Areas.

CONSORTIA OF AIDP GRANTEE INSTITUTIONS

– TWO-YEAR INSTITUTIONS –

INSTITUTION	STATE	CONGRESSIONAL DISTRICT	FY OF GRANT	FY GRANT BEGAN	LENGTH OF GRANT	AMOUNT AWARDED
Enterprise State Junior College	AL	02	1976	1976	5	$1,400,000
Gadsden State Junior College	AL	04	1974	1975	5	$850,000
Jefferson State Junior College	AL	06	1975	1976	5	$1,600,000
John C. Calhoun Community College	AL	05	1974	1975	5	$720,000
Northeast Alabama State Junior College	AL	04	1976	1976	5	$1,000,000
Snead State Junior College	AL	04	1977	1978	4	$1,000,000
State Total for Alabama Two-Year Institutions						**$6,570,000**
Cochise College	AZ	02	1976	1976	5	$1,200,000
Pima Community College	AZ	02	1973	1974	5	$850,000
State Total for Arizona Two-Year Institutions						**$2,050,000**
Compton College	CA	35	1974	1975	5	$675,000
East Los Angeles College	CA	19	1973	1974	5	$950,000
State Total for California Two-Year Institutions						**$1,625,000**
Washington Technical Institute	DC	00	1975	1976	5	$1,600,000
Total for District of Columbia Two-Year Institutions						**$1,600,000**
Valencia Community College	FL	05	1976	1976	5	$1,200,000
State Total for Florida Two-Year Institutions						**$1,200,000**
Abraham Baldwin Agricultural College	GA	02	1974	1975	5	$1,400,000
South Georgia College	GA	08	1974	1975	5	$855,000
State Total for Georgia Two-Year Institutions						**$2,255,000**
Leeward Community College, University of Hawaii	HI	02	1974	1975	5	$1,400,000
Leeward Community College, University of Hawaii	HI	02	1975	1976	5	$400,000
State Total for Hawaii Two-Year Institutions						**$1,800,000**
Des Moines Area Community College	IA	05	1973	1974	4	$1,000,000
Des Moines Area Community College	IA	05	1975	1976	4	$350,000
State Total for Iowa Two-Year Institutions						**$1,350,000**

Exhibit B
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Two-Year Institutions (Continued)

Exhibit B
Page 2 of 4

INSTITUTION	STATE	CONGRESSIONAL DISTRICT	FY OF GRANT	FY GRANT BEGAN	LENGTH OF GRANT	AMOUNT AWARDED
Elgin Community College	IL	13	1977	1978	5	$1,000,000
Malcolm X College	IL	07	1975	1976	5	$1,500,000
Olive-Harvey College	IL	01	1976	1976	5	$1,500,000
Central YMCA Community College	IL	07	1973	1974	5	$1,200,000
Central YMCA Community College	IL	07	1975	1976	4	$350,000
State Total for Illinois Two-Year Institutions						**$5,550,000**
Vincennes University	IN	08	1976	1976	4	$1,300,000
State Total for Indiana Two-Year Institutions						**$1,300,000**
Lees Junior College	KY	07	1973	1974	5	$600,000
Lees Junior College	KY	07	1975	1975	5	$400,000
State Total for Kentucky Two-Year Institutions						**$1,000,000**
North Shore Community College	MA	06	1976	1976	5	$1,500,000
Quinsigamond Community College	MA	03	1973	1974	5	$575,000
Quinsigamond Community College	MA	03	1975	1976	5	$350,000
State Total for Massachusetts Two-Year Institutions						**$2,425,000**
Delta College	MI	08	1974	1975	5	$520,000
Highland Park Community College	MI	01	1974	1975	5	$1,200,000
Kalamazoo Valley Community College	MI	03	1973	1974	5	$500,000
Kalamazoo Valley Community College	MI	03	1975	1976	4	$320,000
Lansing Community College	MI	06	1975	1976	5	$1,500,000
Wayne County Community College	MI	13	1976	1976	4	$2,000,000
State Total for Michigan Two-Year Institutions						**$6,040,000**
St. Mary's Junior College	MN	05	1973	1974	5	$703,625
St. Mary's Junior College	MN	05	1975	1976	4	$275,000
State Total for Minnesota Two-Year Institutions						**$978,625**
Mary Holmes College	MS	02	1974	1975	5	$1,000,000
State Total for Mississippi Two-Year Institutions						**$1,000,000**
Penn Valley Community College	MO	05	1973	1974	5	$1,000,000
State Total for Missouri Two-Year Institutions						**$1,000,000**

INSTITUTION	STATE	CONGRESSIONAL DISTRICT	FY OF GRANT	FY GRANT BEGAN	LENGTH OF GRANT	AMOUNT AWARDED
Sandhills Community College	NC	08	1974	1975	5	$750,000
Sandhills Community College	NC	08	1975	1976	5	$250,000
Southeastern Community College	NC	07	1974	1975	5	$800,000
State Total for North Carolina Two-Year Institutions						**$1,800,000**
North Dakota State School of Science	ND	01	1973	1974	3	$600,000
State Total for North Dakota Two-Year Institutions						**$600,000**
Burlington County College	NJ	06	1976	1976	5	$1,280,000
Mercer County Community College	NJ	04	1975	1976	5	$2,000,000
State Total for New Jersey Two-Year Institutions						**$3,280,000**
Delaware County Community College	PA	07	1976	1976	4	$1,200,000
State Total for Pennsylvania Two-Year Institutions						**$1,200,000**
Greenville Technical Education Center	SC	04	1977	1978	3	$1,200,000
Spartanburg Methodist College	SC	04	1977	1978	5	$1,000,000
Trident Technical College	SC	01	1977	1978	5	$1,600,000
State Total for South Carolina Two-Year Institutions						**$3,800,000**
College of the Mainland	TX	09	1974	1975	4	$550,000
College of the Mainland	TX	09	1975	1976	4	$400,000
El Paso Community College	TX	16	1975	1976	5	$1,500,000
Texas Southmost College	TX	15	1974	1975	5	$800,000
Texas Southmost College	TX	15	1975	1976	4	$275,000
Wharton County Junior College	TX	10	1977	1978	5	$1,300,000
State Total for Texas Two-Year Institutions						**$4,825,000**
J. Sargent Reynolds Community College	VA	03	1977	1978	5	$1,700,000
State Total for Virginia Two-Year Institutions						**$1,700,000**
Seattle Central Community College	WA	07	1973	1974	5	$541,375
Seattle Central Community College	WA	07	1975	1976	3	$650,000
State Total for Washington Two-Year Institutions						**$1,191,375**

Exhibit B
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INSTITUTION	STATE	CONGRESSIONAL DISTRICT	FY OF GRANT	FY GRANT BEGAN	LENGTH OF GRANT	AMOUNT AWARDED
Western Wisconsin Technical Institute	WI	03	1977	1978	5	$1,400,000
State Total for Wisconsin Two-Year Institutions						**$1,400,000**
Parkersburg Community College	WV	01	1977	1978	5	$1,430,000
State Total for West Virginia Two-Year Institutions						**$1,430,000**
Total of Grant for Two-Year Institutions						**$58,970,000**

CONSORTIA OF AIDP GRANTEE INSTITUTIONS
– FOUR-YEAR INSTITUTIONS –

INSTITUTION	STATE	CONGRESSIONAL DISTRICT	FY OF GRANT	FY GRANT BEGAN	LENGTH OF GRANT	AMOUNT AWARDED
Alabama A&M University	AL	05	1975	1976	5	$3,000,000
Jacksonville State University	AL	03	1976	1976	5	$2,500,000
Miles College	AL	06	1976	1976	5	$3,000,000
Tuskegee Institute	AL	03	1973	1974	5	$2,150,000
Tuskegee Institute	AL	03	1975	1976	3	$916,000
State Total for Alabama Four-Year Institutions						**$11,566,000**
Ouachita Baptist University	AR	04	1973	1974	5	$1,000,000
State Total for Arkansas Four-Year Institutions						**$1,000,000**
Lone Mountain College	CA	05	1976	1976	5	$1,300,000
Mount St. Marys College	CA	23	1977	1978	3	$1,000,000
State Total for California Four-Year Institutions						**$2,300,000**
University of South Colorado	CO	03	1973	1974	5	$650,000
State Total for Colorado Four-Year Institutions						**$650,000**
Trinity College	DC	01	1977	1978	5	$1,000,000
State Total for DC Four-Year Institutions						**$1,000,000**
Delaware State College	DE	01	1976	1976	5	$2,500,000
State Total for Delaware Four-Year Institutions						**$2,500,000**
Bethune-Cookman College	FL	04	1976	1976	5	$2,500,000
State Total for Florida Four-Year Institutions						**$2,500,000**

Exhibit C
Page 1 of 6

Four-Year Institutions (Continued)

INSTITUTION	STATE	CONGRESSIONAL DISTRICT	FY OF GRANT	FY GRANT BEGAN	LENGTH OF GRANT	AMOUNT AWARDED
Fort Valley State College	GA	03	1977	1978	5	$2,700,000
Savannah State College	GA	01	1976	1976	5	$2,750,000
Clark College	GA	05	1973	1974	5	$1,500,000
Clark College	GA	05	1975	1976	5	$986,000
Morehouse College	GA	05	1973	1974	5	$1,250,000
Morehouse College	GA	05	1975	1976	5	$987,000
Morris Brown College	GA	05	1974	1975	5	$1,800,000
Morris Brown College	GA	05	1975	1976	5	$920,000
Spelman College	GA	05	1973	1974	5	$1,250,000
Spelman College	GA	05	1975	1976	5	$984,000
State Total for Georgia Four-Year Institutions						**$15,127,000**
Morningside College	IA	06	1976	1976	5	$1,000,000
St. Ambrose College	IA	01	1976	1976	5	$1,500,000
State Total for Iowa Four-Year Institutions						**$2,500,000**
Barat College	IL	13	1977	1978	3	$1,000,000
Chicago State University	IL	05	1977	1978	5	$2,000,000
Illinois Benedictine College	IL	14	1975	1976	3	$1,000,000
Lewis University	IL	17	1975	1976	4	$1,500,000
Mundelein College	IL	09	1976	1976	5	$1,300,000
State Total for Illinois Four-Year Institutions						**$6,800,000**
Ottawa University	KS	03	1975	1976	5	$1,300,000
State Total for Kansas Four-Year Institutions						**$1,300,000**
Thomas More College	KY	04	1977	1978	3	$1,300,000
Union College	KY	05	1974	1975	5	$1,358,000
Union College	KY	05	1975	1976	5	$142,000
Kentucky State University	KY	06	1974	1975	5	$1,500,000
Kentucky State University	KY	06	1975	1976	5	$800,000
Murray State University	KY	01	1975	1976	5	$1,200,000
State Total for Kentucky Four-Year Institutions						**$6,300,000**

Exhibit C
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Four-Year Institutions (Continued)

INSTITUTION	STATE	CONGRESSIONAL DISTRICT	FY OF GRANT	FY GRANT BEGAN	LENGTH OF GRANT	AMOUNT AWARDED
Grambling State University	LA	05	1977	1978	5	$2,800,000
Southern University Baton Rouge	LA	06	1976	1976	5	$3,000,000
Dillard University	LA	01	1976	1976	5	$2,500,000
Loyola University Louisiana	LA	00	1976	1976	5	$1,800,000
Xavier University of Louisiana	LA	02	1974	1975	4	$2,000,000
Xavier University of Louisiana	LA	02	1975	1976	4	$825,000
State Total for Louisiana Four-Year Institutions						**$12,925,000**
Bowie State College	MD	05	1976	1976	5	$2,500,000
Morgan State College	MD	03	1973	1974	5	$1,800,000
Morgan State College	MD	03	1975	1976	3	$950,000
State Total for Maryland Four-Year Institutions						**$5,250,000**
Aquinas College	MI	05	1975	1976	4	$1,000,000
Siena Heights College	MI	02	1976	1976	4	$1,000,000
State Total for Michigan Four-Year Institutions						**$2,000,000**
College of Saint Benedict	MN	06	1974	1975	5	$1,100,000
College of Saint Benedict	MN	06	1975	1976	4	$635,000
Saint Mary's College	MN	01	1975	1976	5	$1,500,000
State Total for Minnesota Four-Year Institutions						**$3,235,000**
Maryville College Sacred Heart	MO	08	1976	1976	5	$1,500,000
Park College	MO	06	1973	1974	4	$750,000
Rockhurst College	MO	05	1974	1975	5	$1,202,000
Rockhurst College	MO	05	1975	1976	5	$765,000
Lincoln University	MO	08	1977	1978	5	$3,000,000
State Total for Missouri Four-Year Institutions						**$7,217,000**
Jackson State College	MS	04	1973	1974	5	$2,150,000
Jackson State College	MS	04	1975	1976	3	$1,100,000
Rust College	MS	01	1974	1975	3	$1,000,000
Rust College	MS	01	1975	1976	3	$640,000
Tougaloo College	MS	03	1976	1976	5	$2,000,000
State Total for Mississippi Four-Year Institutions						**$6,890,000**

Four-Year Institutions (Continued)

INSTITUTION	STATE	CONGRESSIONAL DISTRICT	FY OF GRANT	FY GRANT BEGAN	LENGTH OF GRANT	AMOUNT AWARDED
Doane College	NB	01	1976	1976	5	$1,250,000
State Total for Nebraska Four-Year Institutions						**$1,250,000**
Bennett College	NC	06	1974	1975	5	$1,500,000
Bennett College	NC	06	1975	1976	4	$740,000
Catawba College	NC	08	1975	1976	5	$1,000,000
Elon College	NC	06	1977	1978	5	$2,000,000
Johnson C. Smith University	NC	09	1974	1976	5	$1,750,000
Johnson C. Smith University	NC	09	1975	1976	4	$250,000
Mars Hill College	NC	11	1976	1976	5	$2,000,000
Saint Augustine's College	NC	04	1974	1975	5	$1,750,000
Saint Augustine's College	NC	04	1975	1976	5	$715,000
Shaw University	NC	04	1974	1975	4	$2,000,000
Shaw University	NC	04	1975	1976	5	$915,000
Fayetteville State University	NC	07	1977	1978	5	$3,000,000
North Carolina A&T State University	NC	06	1974	1975	5	$2,000,000
North Carolina A&T State University	NC	06	1975	1976	4	$630,000
North Carolina Central University	NC	04	1974	1975	5	$2,000,000
North Carolina Central University	NC	04	1975	1976	5	$900,000
Western Carolina University	NC	11	1975	1976	5	$1,700,000
State Total for North Carolina Four-Year Institutions						**$24,850,000**
Bloomfield College	NJ	11	1974	1975	4	$1,500,000
State Total for New Jersey Four-Year Institutions						**$1,500,000**
Brooklyn Center Long Island University	NY	14	1976	1976	4	$1,500,000
Canisius College	NY	37	1975	1976	4	$1,500,000
Marymount College – New York	NY	25	1977	1978	4	$1,500,000
John Jay College Criminal Justice	NY	20	1975	1976	5	$1,500,000
State Total for New York Four-Year Institutions						**$6,000,000**

Exhibit C
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Four-Year Institutions (Continued)

INSTITUTION	STATE	CONGRESSIONAL DISTRICT	FY OF GRANT	FY GRANT BEGAN	LENGTH OF GRANT	AMOUNT AWARDED
Central State University	OH	07	1973	1974	5	$1,800,000
Central State University	OH	07	1975	1976	4	$900,000
Wilberforce University	OH	07	1974	1975	5	$1,800,000
Wilberforce University	OH	07	1975	1976	4	$800,000
Wilmington College	OH	06	1977	1978	5	$1,500,000
State Total for Ohio Four-Year Institutions						$6,800,000
Lincoln University	PA	05	1974	1975	4	$2,000,000
Lincoln University	PA	05	1975	1976	4	$900,000
State Total for Pennsylvania Four-Year Institutions						$2,900,000
Baptist College at Charlestown	SC	01	1973	1974	5	$1,200,000
Benedict College	SC	02	1973	1974	5	$1,650,000
Benedict College	SC	02	1975	1976	5	$1,100,000
Voorhees College	SC	02	1977	1978	5	$2,200,000
South Carolina State College	SC	02	1974	1975	5	$1,200,000
South Carolina State College	SC	02	1975	1976	5	$600,000
State Total for South Carolina Four-Year Institutions						$7,950,000
Christian Brothers College	TN	08	1977	1978	5	$1,600,000
Fisk University	TN	05	1973	1974	5	$1,830,000
Fisk University	TN	05	1975	1976	5	$1,000,000
Lambuth College	TN	07	1977	1978	5	$1,000,000
Austin Peay State University	TN	06	1977	1978	3	$2,000,000
Tennessee State University	TN	05	1976	1976	5	$3,000,000
State Total for Tennessee Four-Year Institutions						$10,430,000

Exhibit C
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Four-Year Institutions (Continued)

INSTITUTION	STATE	CONGRESSIONAL DISTRICT	FY OF GRANT	FY GRANT BEGAN	LENGTH OF GRANT	AMOUNT AWARDED
Pan American University	TX	15	1974	1975	5	$1,200,000
Pan American University	TX	15	1975	1976	5	$480,000
Prairie View A & M College	TX	06	1973	1974	5	$2,150,000
Texas Southern University	TX	22	1974	1975	5	$2,000,000
Bishop College	TX	05	1973	1974	5	$2,150,000
Bishop College	TX	05	1975	1976	4	$1,000,000
Our Lady of Lake College	TX	20	1977	1978	5	$1,500,000
St. Edwards University	TX	10	1977	1978	5	$2,000,000
St. Mary's University	TX	21	1974	1975	5	$1,620,000
Texas College	TX	04	1976	1976	4	$1,200,000
State Total for Texas Four-Year Institutions						**$16,030,000**
Hampton Institute	VA	01	1973	1974	5	$1,800,000
Hampton Institute	VA	01	1975	1976	5	$1,100,000
Virginia Union University	VA	03	1973	1974	5	$1,900,000
Virginia Union University	VA	03	1975	1976	3	$1,100,000
Norfolk State College	VA	02	1974	1975	5	$1,900,000
Norfolk State College	VA	02	1975	1976	4	$1,000,000
Virginia State College	VA	04	1977	1978	5	$2,700,000
State Total for Virginia Four-Year Institutions						**$11,500,000**
Alderson-Broaddus College	WV	02	1974	1975	5	$1,300,000
Davis & Elkins College	WV	02	1976	1976	5	$1,300,000
Salem College	WV	01	1974	1975	5	$1,000,000
West Virginia Wesleyan College	WV	02	1975	1975	4	$1,000,000
Wheeling College	WV	01	1976	1976	5	$1,500,000
West Virginia State College	WV	03	1977	1978	5	$2,000,000
State Total for West Virginia Four-Year Institutions						**$8,100,000**
Total Grant for Four-Year Institutions						**$188,370,000**
Total Amount Granted for All Institutions						**$247,340,000**

Exhibit C
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Exhibit D

AIDP PROGRAM MODEL

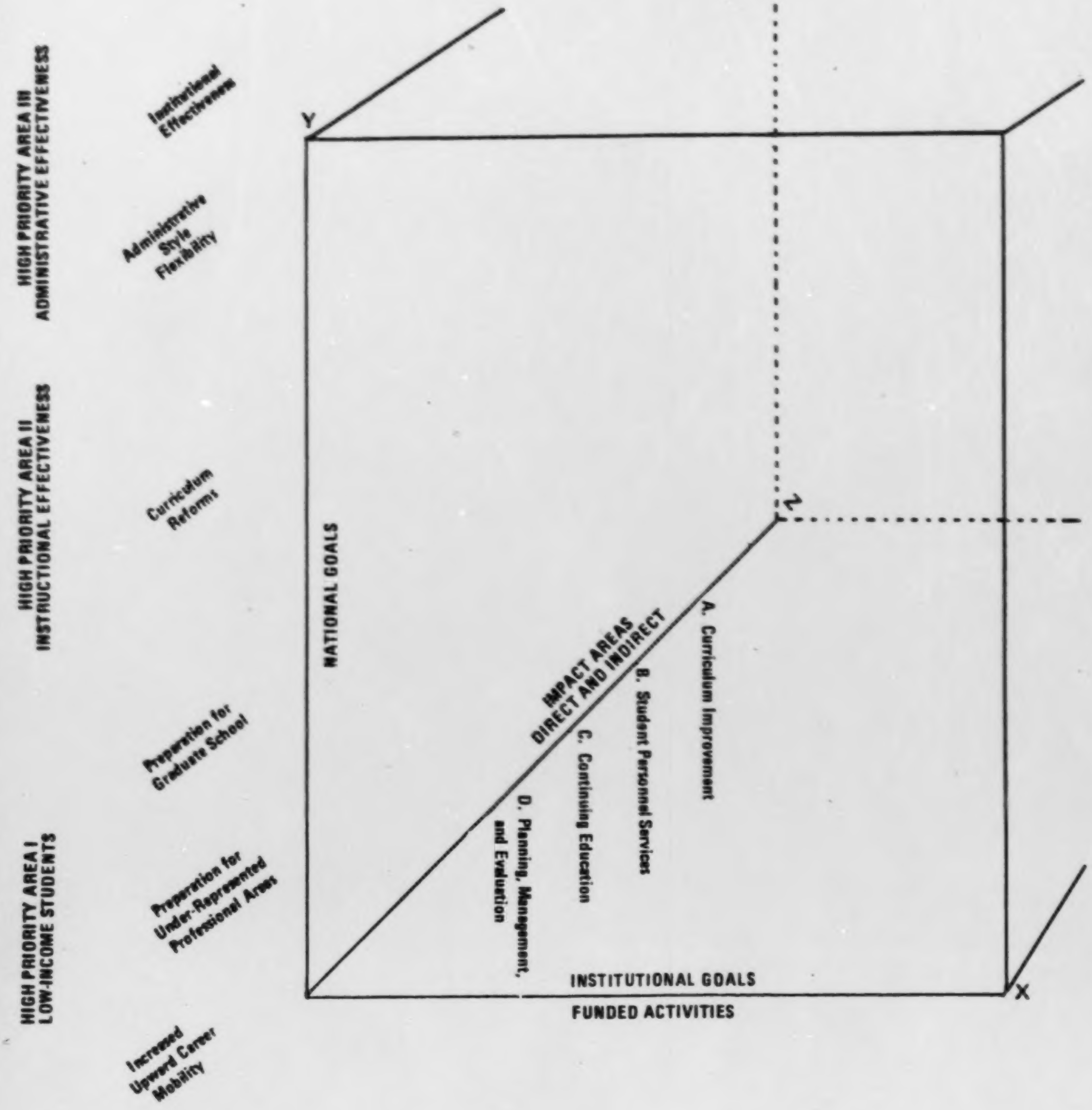
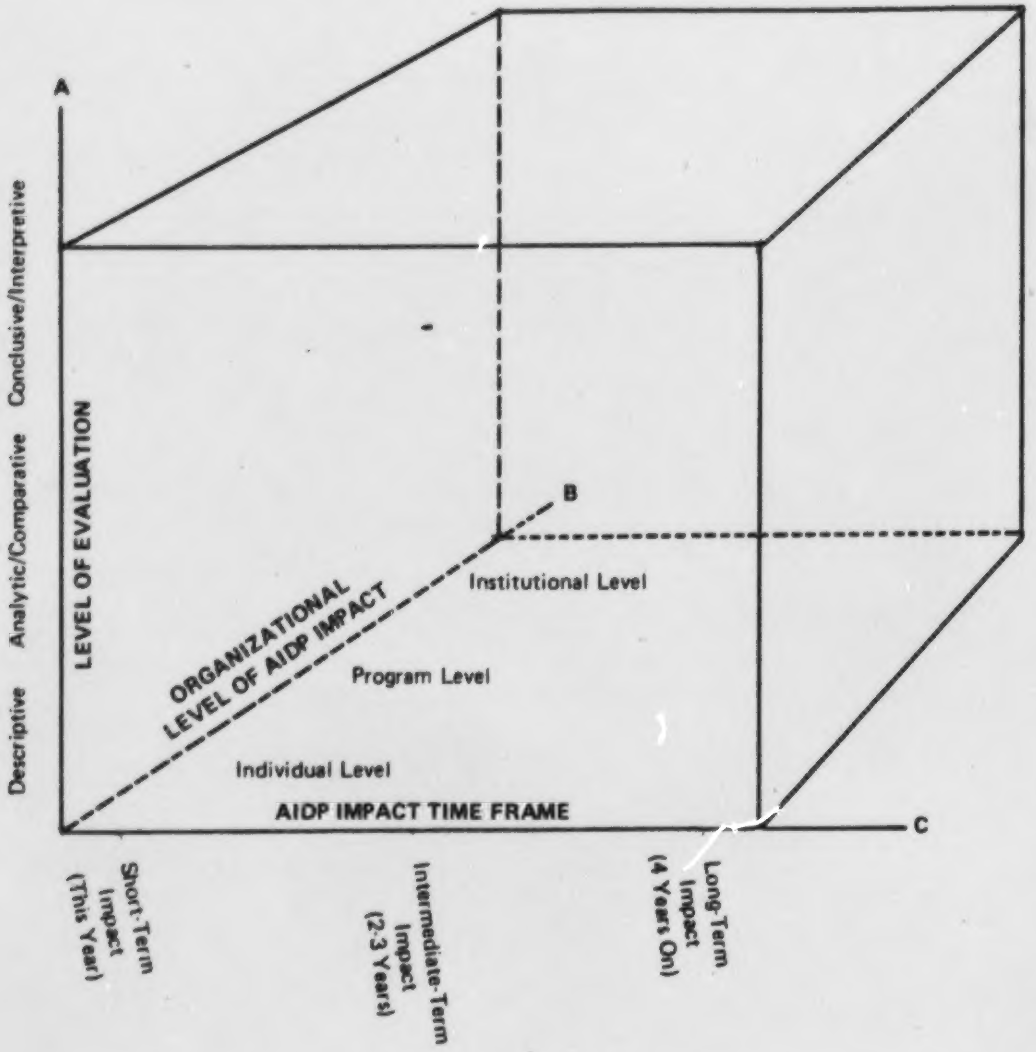

HIGH PRIORITY AREA I
LOW-INCOME STUDENTS
HIGH PRIORITY AREA II
INSTRUCTIONAL EFFECTIVENESS
HIGH PRIORITY AREA III
ADMINISTRATIVE EFFECTIVENESS
Increased Upward Career Mobility
Preparation for Under-Represented Professional Areas
Preparation for Graduate School
Curriculum Reforms
Administrative Style Flexibility
Institutional Effectiveness
Y
NATIONAL GOALS
IMPACT AREAS
DIRECT AND INDIRECT
A. Curriculum Improvement
B. Student Personnel Services
C. Continuing Education
D. Planning, Management, and Evaluation
Z
INSTITUTIONAL GOALS
FUNDED ACTIVITIES
X

Exhibit E

AIDP ANALYTICAL MODEL FOR SPECIFIC ELEMENTS/CELLS FROM AIDP PROGRAM MODEL


A
B
C
LEVEL OF EVALUATION
Descriptive
Analytic/Comparative
Conclusive/Interpretive
ORGANIZATIONAL LEVEL OF AIDP IMPACT
Individual Level
Program Level
Institutional Level
AIDP IMPACT TIME FRAME
Short-Term Impact (This Year)
Intermediate-Term Impact (2-3 Years)
Long-Term Impact (4 Years On)

AIDP National Priority Area I: Low-Income Student Development

The national goal of low-income student development includes such essential elements as consciousness-raising in the pre-college period through academic and relational skills development, career counseling and follow-up, including placement. Evaluation of the AIDP impact on low-income student development reviews the effectiveness of efforts in each of the following functions:

1. *Articulation with High Schools;*
2. *Recruitment;*
3. *Financial Assistance:*
    a. *Grant-in-Aid*
    b. *Work Study*
4. *Counseling:*
    a. *Placement*
    b. *Personal*
    c. *Academic*
    d. *Career*
5. *Academic Skills Development;*
6. *Relational Skills Development;*
7. *Placement:*
    a. *Progressive Career Position*
    b. *Graduate School*
8. *Follow-up for at Least Two Years.*

While no school has been funded in every activity in the process, the schemata will facilitate evaluating the AIDP impact on funded and unfunded areas and possibly disclose areas to be included in revised work plans.

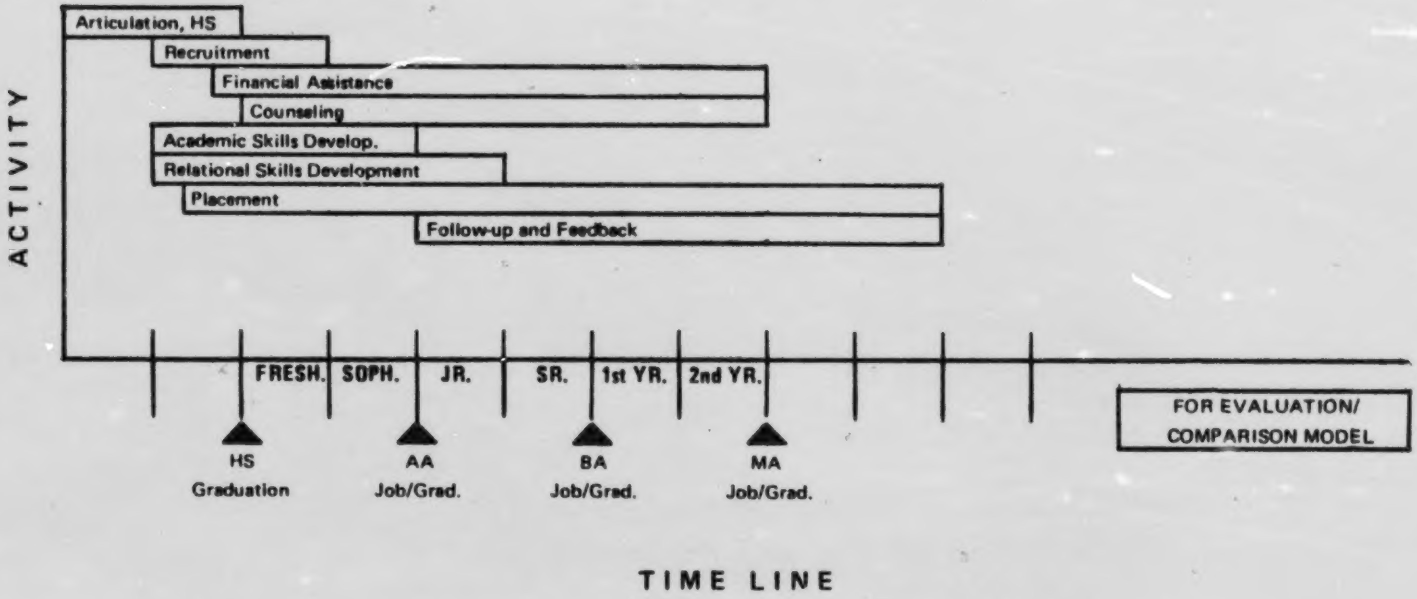
The Low-Income Student Development Gantt Chart (***Exhibit F***) describes the activities and time frame involved in addressing the AIDP National Priority Area I (see page I-10). The time-scaled network Low-Income Student Support System (***Exhibit G***) details the implementation of the three elements in National Priority Area I.

AIDP National Priority Area II: Instructional Effectiveness

Instructional effectiveness includes all aspects of curriculum program, instructional faculty, instructional mode, and instructional resources. While there is an affinity of interest and a singularity of focus among the components of this priority area, there is limited homogeneity among them. Instructional effectiveness focuses on the configuration of elements comprising the instructional delivery system and on their effective articulation.

1. *Programs*
    a. *Additions*
    b. *New Configurations*
2. *Courses*
    a. *New Added*
    b. *Existing Discontinued*
    c. *Consolidated*

LOW-INCOME STUDENT DEVELOPMENT GANTT CHART



NOTES

Applicability of any activity to any one student obviously varies according to the college program in which the student is enrolled (i.e., the placement function might interlock with work/study from high school, or may be used by a student only upon graduation from either the AA, BA, or MA programs.

Exhibit F

LOW-INCOME STUDENT SUPPORT SYSTEM

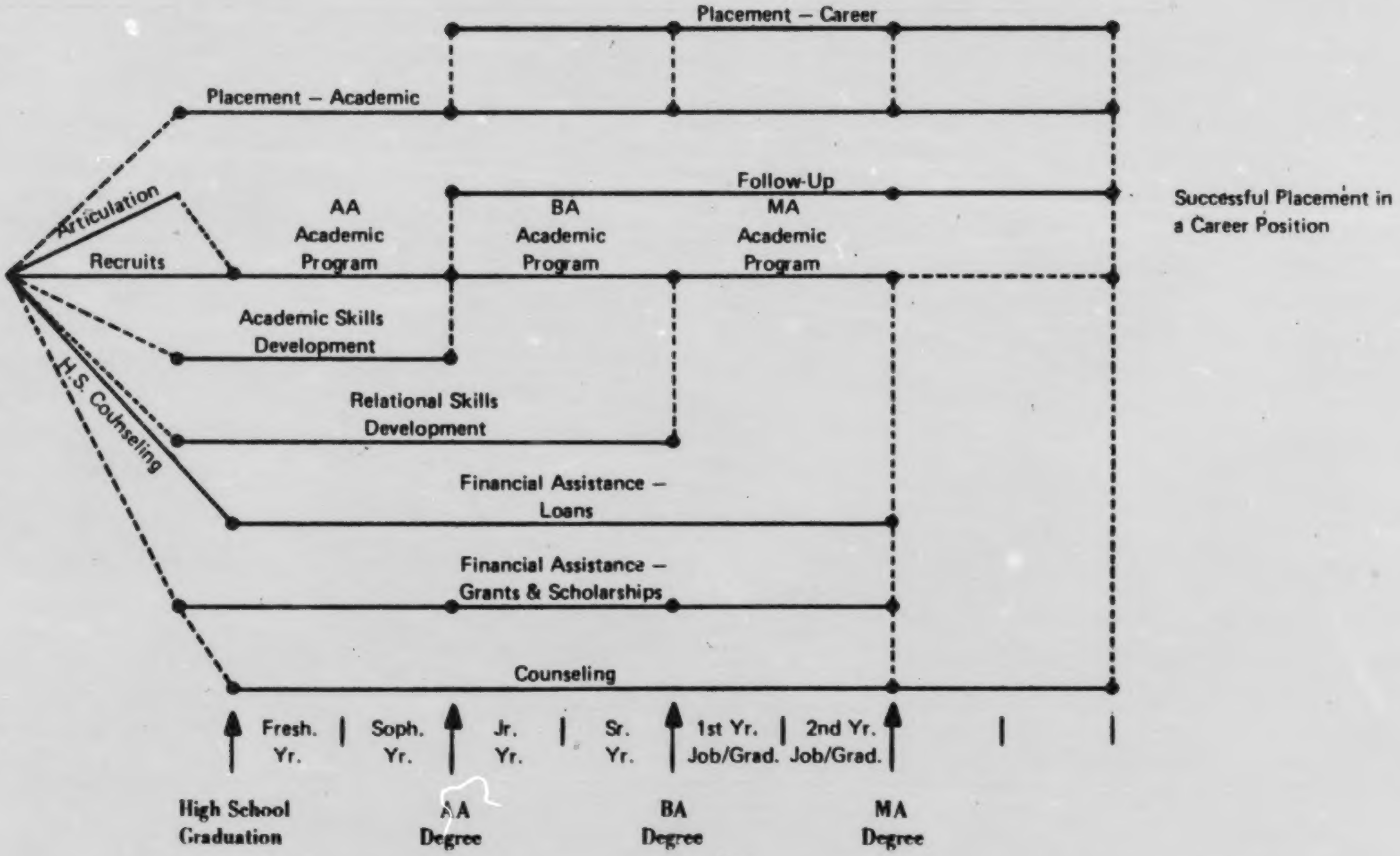

Placement – Career
Placement – Academic
Articulation
Follow-Up
Successful Placement in a Career Position
AA Academic Program
BA Academic Program
MA Academic Program
Recruits
Academic Skills Development
H.S. Counseling
Relational Skills Development
Financial Assistance – Loans
Financial Assistance – Grants & Scholarships
Counseling
Fresh. Yr.
Soph. Yr.
Jr. Yr.
Sr. Yr.
1st Yr. Job/Grad.
2nd Yr. Job/Grad.
High School Graduation
AA Degree
BA Degree
MA Degree

Exhibit G

3. *Instructional Modes*
    a. *Computerized Instruction*
    b. *Off-campus Instruction*
    c. *Cooperative Programs*
    d. *Experiential Learning Activities*
    e. *Tutorials*
    f. *Self-paced Instruction*

4. *Faculty Development*
    a. *Exchange Programs*
    b. *Internal Workshops*
    c. *External Workshops*

5. *Other*

AIDP National Priority Area III: Administrative Effectiveness

The goal of National Priority Area III is to develop the managerial skills necessary for effective.administration and to develop and install the systems which facilitate sound management.

a. Administrative Style Flexibility

This component of the national goals seeks an understanding and mastery of the elements, range and appropriateness of types of administrative behavior. This includes relational and technical administrative knowledge.

b. Improved Institutional Effectiveness

This component is focused on the installation and operation of management systems which can enhance the effectiveness of the efforts of the administrators of the college.

The improvements in an institution's managerial capabilities referred to in this priority area have encouraged institutions to initiate or develop further in a systematic fashion their planning, management, and evaluation (PME) functions. As work progresses on PME systems, this comprehensive effort is expected to have a beneficial effect upon administrative styles and improved methods of institutional effectiveness.

A variety of AIDP activities will have combined with other ongoing or established PME improvement efforts to offer institution-wide management improvement. Against this goal, outlined in each institution's approved final plan for PME, AIDP impact will be measured.

2. The "Impact Areas" dimension of the AID Program model identifies four college functions which may be modified in dimension or structure as a result of AIDP-funded activities which address national goals. The modification may be the direct result of AIDP-funded activities or the indirect result.

As directed in the AID Program model, the categories of "Impact Areas" used in the 1977 AIDP Impact Evaluation study are:

A. Curriculum Improvement
B. Student Personnel Services
C. Continuing Education
D. Planning, Management, and Evaluation (PME)

This configuration reflects the conclusions drawn from the 1976 AIDP Impact Evaluation Study. Due to similarities in goals, the "Institutional Research and Evaluation" and "General Institutional Resources Development" components of the 1976 AIDP Impact Evaluation are included in the "Planning, Management, and Evaluation" impact area category. The contents of the "Community Services" component are included in the "Continuing Education" and "Curriculum Improvement" components of the 1977 evaluation.

3. *Institutional Goals/Funded Activities.* The AIDP funded activities supporting the institutional goals which are consonant with the national goals form the third axis of the AID Program model. Institutional goals and the implementing funded activities are described in terms of the contribution to national goal attainment and the categories under the three national goals' priority areas.

2. AIDP ANALYTICAL MODEL

The purpose of the analytical model is to provide guidelines for the analysis of AIDP impact on a given AIDP activity or an element or cell of the AIDP program model. It is not designed to provide measures of adequacy of an effort or of a result, but rather to offer structure and direction for any analytical effort. It is a three-dimensional model (Exhibit E). The C axis represents the time frame of the impact from immediate (this year) to long-term (four years and over). The A axis identifies the level of evaluation, ranging from descriptive through analytic/comparative to projective/predictive. The D axis presents the organizational level of impact from the institutional through the program level to the individual level.

1. The Level of Evaluation dimension (A axis) progresses through three levels of analysis:

   a. *Descriptive Level.* Developing categories, quantitative data, identification of elements.

   b. *Analytic/Comparative Level.* Seeking possible relationships between elements and within groups of data to identify possible correlations or relationships.

   c. *Conclusive Level.* Interpretation of the probable impact resulting from a given course of action or an anticipated outcome, using national AIDP goals and institutional goals for comparison.

2. The AIDP Impact Time Frame dimension (C axis) is divided into three intervals to facilitate the identification and assessment of time-impact relationships.

a. ***Short-term Impact***. Effects attributed to a program that are discernible during a current funding year.

b. ***Intermediate-term Impact***. Those effects felt two or three years after a given event or activity.

c. ***Long-term Impact***. Effects of an activity or an event which are anticipated after four years or more have passed.

3. The Organizational Level of the AIDP impact dimension (B axis) identifies the magnitude of the effect organismically.

a. ***Individual Level***. The influence of AIDP activities which have a goal or objective which is focused on individuals or small groups of individuals.

b. ***Program Level***. The influence of AIDP activities which impact on a complex of interrelated college activities and procedures which have a cohesive, unified focus.

c. ***Institutional Level***. The influence of AIDP on the college as an entirety or on a major portion of it.

The AIDP analytical model generates a structure which facilitates the identification and assessment at varying levels of time, depth, or the organization. An activity could be analyzed in any number of the nine cells generated by the model.

G. PLAN OF STUDY

University Associates, the assisting agency for the AIDP four-year consortium, and McManis Associates, Inc., the assisting agency for the AIDP two-year consortium, developed the two models discussed above in preparation for the FY 1977-78 evaluation study of AIDP's overall impact on its grantee institutions, to be reported to both consortia and the U.S. Office of Education.

The study, which is detailed in Parts II and IV of this report, consists of three major evaluation elements which correspond to the data collection modes on which the overall conclusions and recommendations in Parts V and VI are based. The three modes are:

- The ***Planning Team Report***, which was directed to the president and planning team at each institution;

- The ***Impact Questionnaire***, which was completed by the AIDP coordinators and faculty and staff participating in the funded activities; and

- The ***Site Visit Interviews***, which were conducted by consortium and assisting agency staff.

The methods, procedures and analytical techniques used for each of the three data collection modes are described below. The findings and conclusions of these three evaluation modes will be reported in detail for each consortium in Parts II, III, and IV.

The ***Planning Team Report*** was to be completed by a team convened by the president. It was intended to provide an in-depth assessment of the achievement of institutional goals as perceived by the administrators and faculty who are in a position to observe the effectiveness of AIDP assistance from a unique vantage point.

The questionnaire contained four parts. Part I required qualitative judgments, supported by evidence, on the impact of AIDP activity outcomes on institutional goals. There was a request for an assessment of each of the institution's 1977-78 academic year goals. Part II asked for any information which might be available on indirect impacts on the institution by the AIDP activities. Part III asked for information on the impact of AIDP on fund-raising efforts. Part IV asked for a description of changes in upper-level management.

In analyzing the completed Planning Team Reports, the following factors were assessed for indications of AIDP contribution to meeting National AIDP goals and Institutional AIDP goals:

- *Composite of data for each institution;*

- *Summation of composite data for the total group of institutions;*

- *Summation of data on institutional goals classified into categories related to AIDP national goals; and*

- *Examination of relationships between AIDP contributions to institutional goal achievement and the proportion that the total AIDP grant is to the total educational and general expenditures of the institution.*

The ***AIDP Impact Questionnaire*** employed a series of questions designed to obtain baseline data from the AIDP-funded institutions on conditions immediately prior to the grant period and during the last term prior to the end of fiscal year 1977. The questionnaire was divided into four sections reflecting the four impact areas of the AID Program model:

- The *Curriculum Improvement* section sought information on the growth of academic programs, career/occupational programs, developmental skills programs and special group programs. Curriculum Improvement focused on low-income student involvement.

- The *Student Personnel Services* section sought information on the development of the job placement function, the counseling services, and the student personnel staff.

- The *Continuing Education* section was designed to identify the growth of new courses, the types of new courses, and the participation of low-income students in continuing education.

- The *Planning, Management, and Evaluation System* section focused on an assessment of the organization, procedures, and documentation facilitating each function:
    - *Planning.* The practices and documentation, extent of participation, information generation and dissemination, and planning procedures.
    - *Management.* Organization, procedures, subsystems, information systems, and staff.
    - *Evaluation.* Program evaluation, personnel evaluation, and impact evaluation.
    - *Institutional Research Capability.*
    - *Transactional Information System.*

The *On-Site Visits* were made to campuses selected to provide a representative group of institutions for an in-depth probing for verification and further indications of AIDP impact. Individuals drawn from various campus-related groups were interviewed with open-ended questions.

The interviewees included institution presidents, students, faculty, administrative and support staff, members of the advisory counsels, and citizens from the community. The several perspectives provided additional insights into the impact of AIDP and the awareness of the several groups of the AIDP presence and influence.

The interview schedule, comprised of open-ended questions, prompted each respondent to be expansive and elaborate on his or her observations. The interviews sought attitudes and opinions on:

- The AIDP impact on funded activities;

- The AIDP impact on unfunded activities;

- Major strengths of AIDP activities;

- Major weaknesses of AIDP activities; and

- Recommendations for revisions in future AIDP orientation.

Probing directed the interviewees into discussing academic, administrative and student service related activities and the extent of AIDP impact.

H. SUMMARY

The analysis of data followed accepted research procedures. Upon receipt, the data was edited and coded for keypunching. Questionnaires with answers that were incomplete or vague were set aside and followed up with phone calls to the AIDP Coordinators of the institutions in question to secure the desired information.

Computerization and data processing facilitated the analysis and interpretation of data. Data from each consortium was analyzed separately and then consolidated for further study.

The data was organized into appropriate groupings which facilitated the comparison of data from each of the three modes and between the two consortia. Initially, the data arranged in tabular form was studied for straight descriptive findings. The results of the descriptive study suggested further data processing to develop cross-tabulations of the data for further analysis. These cross-tabulations and further statistical treatment seeking pertinent relationships provided the basis of the interpretation, findings, conclusions, and recommendations of the study.

Special attention was directed toward analyzing the effectiveness and impact of the AID Program as it related to length of time in the program, size of the institution, public or private affiliation, and the percent of institutional budget that the AIDP grant represents. These proved to have limited utility in the analytic process.

The AIDP Impact Analytic model (Exhibit E) was the instrument used in the data analyses which follow in Parts II, III, and IV.

PART II. PLANNING TEAM REPORT

A. INTRODUCTION

The Planning Team Report has been designed to provide top-level administrators and faculty at each institution the opportunity to generate an in-depth assessment of the achievement of institutional goals over the academic year. The planning team was to be comprised of the President, the AIDP Coordinator, a top-level academic officer, a research/planning officer, and a student services officer. All responses were to represent a consensus of the team.

The Planning Team questionnaire contained four parts: Part I required qualitative judgements, supported by evidence, on the impact of AIDP activity outcomes on institutional goals. Forms for this part were completed for each of the institution's 1977-78 academic-year goals. Part II asked for any information concerning indirect impacts of the AIDP activities on the institution. Part III involved information on fund-raising efforts, while Part IV asked for a description of changes in the processes of upper-level management.

B. ATTAINMENT OF GOALS

The planning team at each institution was asked to evaluate the attainment of academic-year goals which had been listed on Schedule 2 as part of AID Program 1977-78 projections. Goals were designed to reflect the outcomes desired by each institution, and not necessarily goals associated with AID Program activities alone. They represent the thrust of the institution and are broadly based within the institutional framework. Ten academic-year goals were selected at random for use in the study. For a large number of institutions this represented all of the academic-year goals. The planning team was asked to answer the following for each of the academic-year goals:

A. What is the level of attainment of the goal stated above?

B. What portion of the goal was achieved as a direct result of AIDP contributions?

C. What best represents the anticipated or expected contribution of AIDP toward achievement of the goal stated above?

D. Cite in concise and specific terms the evidence on which the percentage given in response to question B is based.

B. ATTAINMENT OF GOALS
(Two-Year Institutions)

FINDINGS

Goals which were directly related to AIDP national goals represented 92 percent of the academic-year goals set by responding institutions. Other goals not specifically related to AIDP national goals primarily involved activities aimed at fund replacement and renovation projects.

A majority of academic-year goals were recorded in the area of curriculum reform (28 percent of the goals listed). The area of institutional effectiveness comprised 24 percent of the goals listed for the academic year. Other principal areas were: preparation for under-represented professional areas (10 percent); and administrative style flexibility (7 percent) (see *Table II-1*).

In curriculum reform, the goals were concentrated in the following areas: accreditation internships, faculty development (especially involving competency-based instruction), individualized instruction, and instruction involving the use of media. The goals in the areas of institutional effectiveness were principally concerned with the use of quantitative evaluation measures and increased use of and commitment to MIS and PME strategies.

Responses indicated that 43 percent of the goals set for the academic year were achieved at the highest, or excellent, level. AIDP was reported to have contributed substantially to the goals having a high level of achievement. All the data suggests that AIDP had a direct influence on the attainment of goals at the highest level. The actual AIDP contribution was higher than the expected level of contribution, indicating the highly effective utilization of AIDP resources in facilitating institutional goal achievement. However, AIDP has had least influence on the attainment of those goals which were moderately or minimally achieved. The tendency, then, is that AIDP appears to have influenced the attainment of goals at close to the expected levels of contribution (see *Table II-2*).

Data on the following charts are categorized by national AIDP goal areas, which are considered separately. Emphasis on interpretation has been placed on those goals with the highest level of attainment, even though there is some evidence that AIDP's influence may be felt more strongly in those areas which had a lower level of achievement.

INSTITUTIONAL EFFECTIVENESS

Institutional effectiveness represented 24 percent of the academic-year goals set for completion. The three areas, quantitative, MIS, and PME, were attained at substantial levels. AIDP contributed to the attainment of these goals at higher levels than expected. This suggests that AIDP is an integral part of institutional efforts to improve administration. AIDP may also be credited as the principal vehicle for administrative improvement in goal areas that are being substantially attained. See *Table II-3*.

ADMINISTRATIVE STYLE FLEXIBILITY

Administrative style flexibility was responsible for seven percent of the total goals set for the academic year. Of these goals, the level of attainment was 2.84 with actual AIDP contribution at the 3.0 level, as opposed to a 3.3 level of expected contribution. The level of attainment was moderate, perhaps because of the complexity involved in instituting administrative change at this level. Institutions responding have reported having increased awareness and sentitivity to management behavior, staff development involving MBO workshops and evaluation methods. However, much work has to be done in these areas. The substantial contribution of AIDP indicates the high level of AIDP efforts aimed at improving this crucial area.

CURRICULUM REFORM

Curriculum reform represented the largest portion of goals set for the academic year. Twenty-eight percent of the goals fell in this area. AIDP contributions were slightly lower than the level of contributions expected. However, there is a direct correlation between anticipated and actual AIDP contribution. This suggests that AIDP is having a noticeable effect in the area of curriculum reform. AIDP efforts contributed directly to the substantial level of goal attainment in this area. The data in the Planning Team Report suggests that institutions are making significant gains in this area. However, AIDP contributions are perhaps lower because of the number of years involved in ascertaining the level of goal attainment in the area of curriculum reform. Curriculum reform was largely concerned with institutional accreditation, internships, faculty development and the use of media in instruction.

PREPARATION FOR GRADUATE SCHOOL

Preparation for graduate school was not represented by any of the goal areas. Two-year institutions are concerned with students entering careers and going on to four-year colleges.

PREPARATION OF STUDENTS FOR UNDER-REPRESENTED PROFESSIONAL AREAS

Preparation of students for under-represented professional areas represented ten percent of the total goals identified for the academic year. The level of attainment was substantial (3.2). AIDP contribution was higher than the expected level of contribution, indicating that the high level of attainment was directly influenced by AIDP activities over and above what was actually expected in this area.

INCREASED UPWARD CAREER MOBILITY

Increased upward career mobility represents three percent of the total goals listed. The level of attainment was the highest for all goals (3.24). However, AIDP contributions were less than expected, illustrating that institutions have gained greater facility in placement and counseling strategies, student services, recruiting, and retention as a direct result of fixed AIDP efforts in previous years of the project. AIDP actual contribution was less than expected because its impact had already been demonstrated in past project years.

NON-AIDP RELATED GOALS

Goals which were not directly linked to AIDP national priority areas represented eight percent of academic year goals. On the average these goals were reported attained at the level of 2.64. Although not directly attributable to AIDP funded activities, AIDP contributed at a moderate level to their completion. AIDP was expected to contribute at a higher level to the attainment of these goals, but the elements involved did not speak to the crucial impact areas designed by AIDP, thereby restricting beneficial effects.

The following statements from the responding institutions indicate the scope and magnitude of AIDP national priority areas to institutional goal attainment.

- *Prior to the beginning of AIDP, no long-range planning existed. Now a plan has been developed, adopted, and acted upon; and the plan has been subsequently evaluated and updated.*

- *The major impact of AIDP has been to emphasize the need for a systematic schedule that is disseminated to appropriate persons within the institution.*

- *An AIDP-funded community impact study is now complete, with the results being fully utilized.*

- *We have compiled a comprehensive user's manual for our AIDP MIS which details all college subsystems.*

- *AIDP permitted our student services to broaden their perspective, and it is enabling our college to do a better job with students who attend the institution.*

- *AIDP was able to follow through with a needs assessment of the six satellite institution centers, evaluate the old assessment instrument, and validate the new assessment tool.*

- *Community and student involvement in program development, governances, decision making, and evaluation of the college is a major AIDP development currently in the planning stage but which will contribute substantially in the coming years.*

- *Much has been accomplished in the learning skills center program. Development of self-esteem and the knowledge that former failures can become succees is a big part of this program. Our drop-out rate has been reduced through efforts of this program.*

- *AIDP provided the impetus to begin and carry out a major project in curriculum development at our school. It is hoped that state funding will be found to carry on work now underway.*

- *NDSS has made a dent in fulfilling this need. Each year more instructors are realizing the advantages of media packages to supplement and enhance their instruction.*

- *Increased faculty involvement in institutional governance has resulted in increased faculty participation and involvement in developing equitable faculty evaluation procedures. AIDP-funding allowed for study and development of procedures and faculty attendance at and consultant participation in the review and study of faculty development and evaluation procedures.*

- *As a direct result of AIDP activities, more emphasis is being placed on serving the special needs student. The expansion of these services includes establishment of minimal entry qualifications for those with special education needs. Workshops are offered for instructional staff to investigate teaching techniques and the attitudes and special needs of this group of students. A concerted effort is being made to establish articulation between high school vocational technical programs and similar programs offered at our institution. Likewise effort is being made to establish out-reach counseling services to meet the needs of individual students throughout the district interested in education.*

- *A member of our institutional staff has been given release time to develop a women's opportunity center and to work with various members of the instructional staff in developing career exploration and awareness opportunities for women throughout the district.*

- *Special emphasis is being placed on our out-reach counseling and program promotion to serve and inform senior citizens.*

- *One significant area of our AIDP project: student services is undergoing a significant reorganization which includes internal evaluation and skill upgrading so that appropriate services can be delivered to students having particular interests and needs.*

- *As a part of the AIDP curriculum improvement activity for improving services to special needs students, program development and monitoring will be a continuing process.*

- *Before AIDP, only one person was involved in providing data for institutional research. Now two people are involved full-time to help with this activity.*

- *AIDP goals prompted the initiation of systematic faculty and instructional evaluation.*

- *AIDP resulted in our student services design being updated for the college.*

- *The major impact of the AIDP process was to show our institution how not to set objectives. For this AIDP gets a big four.*

- *In developing our scenario as part of MBO, we have developed a planning process for long-range projection. This would not have been quite as sophisticated without AIDP.*

CONCLUSIONS

AIDP activities contributed substantially to the achievement of academic year goals. Overall, AIDP contributed near or above the level of expected contribution for 80 percent of all institutional goals. Nearly all national and program goal categories were substantially achieved. While institutional effectiveness and curriculum reforms represented the largest percentage of goals, the areas of preparation for under-represented professional and increased upward career mobility were seen as having been achieved at the highest levels.

The effects of AIDP impact on the national priority areas can be expected to have a positive influence on institutions if these competencies, procedures, and systems are integrated into the continuous operations and procedures of the participating institutions beyond the AIDP grant period. The reliance on AIDP to contribute to the attainment of institutional goals and evidence that these expectations are often met or exceeded but do not overshadow the institutions other efforts, reflects an important outcome of AIDP impacts. AIDP is not expected to replace institutional efforts, as is clear from the substantial level of goal attainment regardless of AIDP's actual contribution.

The strongest reliance on AIDP for achieving academic year goals is in the area of academic skills and counseling. These levels did indicate the highest level of actual

AIDP contributions. This may represent areas in which planned AIDP activities added new areas to instructional efforts, thereby raising expectations which will be realized as the AIDP activities are developed and implemented more fully.

Finally, it must be reported that the planning teams of a number of institutions have informally stated to McManis Associates that the process of focusing on specific goals, reviewing their attainment, and reconsidering the role of management—a major thrust of the Advanced Institutional Developmental Program—has been a meaningful and important facet of institutional growth and development.

AVERAGE LEVEL OF ATTAINMENT OF GOALS AND AIDP EXPECTED AND ACTUAL CONTRIBUTIONS BY NATIONAL AID PROGRAM GOAL CATEGORIES

(Two-Year Institutions)

TABLE II-1

N = 217

	Number	Percent of Total Number of Goals	Level of Attainment**	AIDP Actual Contribution*	AIDP Expected Contribution*
1. Institutional Effectiveness	53	24	3.0	2.74	2.29
2. Administrative Style	15	7	2.84	3.0	3.33
3. Curriculum Reform	60	28	3.07	2.54	2.63
4. Preparation for Graduate School	0	0	0	0	0
5. Preparation for Under-Represented Professional Areas	19	10	3.20	2.14	2.07
6. Increased Upward Career Mobility	52	3	3.24	2.45	2.87
7. Other	18	8	2.64	2.50	2.75
Totals	217	100			217

* Grand Mean

** Based on the following categories:

Excellent – 76 - 100% = 4
Substantial – 51 - 75% = 3
Moderate – 26 - 50% = 2
Little – 0 - 25% = 1

EXPECTED AND ACTUAL CONTRIBUTION OF AIDP TOWARD ACHIEVEMENT OF ACADEMIC-YEAR GOALS

(Two-Year Institutions)

TABLE II-2

N = 180

	Level of Attainment		AIDP Expected Contribution		AIDP Actual Contribution	
	Number	Percent	Number	Percent	Number	Percent
1. 76 - 100% — Excellent	79	43	43	30	43	32
2. 51 - 75% — Substantial	59	33	41	28	39	29
3. 26 - 50% — Moderate	25	14	32	22	28	21
4. 0 - 25% — Little	17	10	30	20	25	18

NUMBER AND PERCENTAGE OF ACADEMIC YEAR GOALS BY IMPACT AREAS

(Two-Year Institutions)

TABLE II-3

N - 215

	Number of Goals	Percent	Level of Attainment	AIDP Actual Contribution	AIDP Expected Contribution
1. Administrative Improvement	59	27	2.62	2.70	2.71
2. Curriculum Reform	54	24	3.0	2.14	2.43
3. Continuing Education/ Community Services	20	9	3.27	2.86	2.57
4. Recruitment	14	7	3.18	2.75	2.77
5. Counseling	12	6	3.66	3.5	3.50
6. Academic Skills	10	5	3.71	3.40	3.60
7. Placement	11	5	2.85	3.0	3.0
8. Faculty Development	8	4	3.33	3.33	3.33
9. Attrition	10	5	2.5	2.66	2.6
10. Other	17	8	2.5	2.64	2.71
Totals	215	100			

B. ATTAINMENT OF GOALS
(Four-Year Institutions)

FINDINGS

The goals set by the institutions were divided into principal national priority areas as set by AIDP authorizing legislation. The priority area with the highest number of goals set was that of curriculum reform (31 percent of goals listed). The area of upward career mobility for non-traditional students represented 23 percent of the goals set by the institutions, and increased institutional effectiveness accounted for 19 percent of the goals set. Other areas of priority involving less than ten percent of the goals were: administrative improvement (eight percent), preparation for under-represented professional areas (six percent), and preparation for graduate school (one percent).

A majority of institutional goals (53 percent) were reported as being attained at the highest levels. An additional 27 percent were attained at 50 percent or more. AIDP was reported as contributing between 50-75 percent of goal attainment levels in all categories of national priorities with the exception of preparation for graduate school. Expectations for the role of AIDP in goal attainment were higher than actual performance in all areas with the exception of upward career mobility. Nevertheless, institutions reported high levels of institutional goal attainment as well as high levels of AIDP contribution. This suggests that the strongest areas of institutional endeavors achieved high results with less dependence on AIDP anticipated and that perhaps unanticipated effects of AIDP have strengthed other institutional areas. (See *Tables II-4, II-5*, and *II-6*).

Administrative improvements represented 22 percent of academic-year goals set, while curriculum reform represented 21 percent of the goals set. Academic skills development was nine percent of goals set, counseling seven percent, placement and recruitment six percent, and other areas five percent or less. Both administrative improvement and curriculum reform areas reported that AIDP contributions met expectations in both areas. AIDP was reported as contributing at least 50-75 percent in these two areas as well. AIDP's strongest actual contribution was in the level of counseling. AIDP's contribution was reported as exceeding expected levels in the following areas: continuing education, student recruitment, counseling, and attrition reduction.

The following represent categorization of national AIDP goal areas. Each is considered separately. Throughout these categories, emphasis in interpretation has been placed on those goals which were reported as having been achieved at the highest levels.

INCREASED INSTITUTIONAL EFFECTIVENESS

Increased institutional effectiveness involved primarily the areas of planning, management, and evaluation and related areas of institutional research, management information systems, and transactional information systems. This area represented 19 percent of goals set for the academic year completion. Both the areas within PME and increased flexibility in administration were attained at the highest levels. Levels of AIDP-reported contribution were lower than expected but were reported in the range of 50-75 percent completed. This suggests that institutions were "open" to changes in administration as indicated by the strong reliance on AIDP in these areas. That the change occurred, in fact, is reflected in the high levels of attainment of goals in this area.

CURRICULUM REFORM

Curriculum reform includes the addition of new courses, majors, and programs and new configurations of courses involving interdisciplinary areas. A strong emphasis in each institution is that of career related and oriented programs. The area of curriculum reform represented 31 percent of the goals set for the academic year. The AIDP expected contribution was higher than the actual contribution, although the difference was .1 on a 4 point scale. The overall level of attainment for this area was 76-100 percent, and AIDP was reported as contributing to that attainment at the level of 50-75 percent. This suggests that institutions looked to AIDP for assistance in achieving curriculum related goals but did not depend on total AIDP participation; AIDP did actually contribute significantly to the attainment of curriculum related goals.

UPWARD CAREER MOBILITY

Upward career mobility includes the areas of placement, counseling, student services, recruiting for low-income students, and student retention. This area represents 23 percent of all the goals included in the study. Sixty-two percent of the goals in this area were achieved at the highest level. AIDP's actual contribution exceeded the expected contribution levels. This was largely in the areas of counseling, student recruitment, and student retention. This area represents new thrusts for a number of four-year institutions, some of which have relied on AIDP support for this new emphasis.

NON-AIDP RELATED GOALS

Goals which were not directly linked to AIDP national priority areas or to AIDP impact areas represented 12 percent of all goals included in this study. On the average, these goals were reported as completed at the 76-100 percent level of completion. These goals were generally in the areas of building programs and fund-raising efforts for general institutional support (as distinct from AIDP fund replacement efforts). Although these goals were not directly related to AIDP participation, AIDP was expected and actually contributed at the 50 percent level to their completion.

CONCLUSIONS

AID Program activities contributed significantly to attainment of academic-year goals. All national AIDP priority areas were attained at high levels throughout the academic year. The area of curriculum reform and upward career mobility represented the areas of the largest number of goals. The area of increased institutional effectiveness reported the highest levels of attainment, followed by preparation for under-represented professional areas. The area of institutional effectiveness is central to the AID Program and its success is crucial for institutional functioning and improvement. A reliance on AIDP was evident in administrative areas. This reliance on AIDP was matched by important contributions of AIDP.

AIDP's efforts have been felt in areas not related to AIDP as well. These may have been a result of direct AIDP activities or indirect effects of AIDP activities in other areas. At times AIDP has the effect of releasing staff time to be redirected in other areas. Areas of institutional planning over and above PME activities are often spin-off effects of AIDP which can lead to careful goal setting and eventually increased goal attainment levels.

Selected Institutional Observations

In addition to stating percentages which indicate levels of goal attainment and AIDP contributions to this attainment, the institutions were asked to cite specific evidence upon which quantitative determinations about goal attainment were made. Below are selected institutional responses by National Impact Area.

ADMINISTRATIVE IMPROVEMENT

- Management capability of the institution has been upgraded significantly through the implementation of PME. Procedures and processes utilized are management oriented and have been instrumental in upgrading the capability of the College in the management of its resources. Workshops were conducted to familiarize supervisors and unit heads with management techniques and their applicability. Approximately 60 percent of the PME system is currently operational.

- The computerization of records within individual offices has made steady and significant progress since AIDP funds have been awarded. However, these achievements have not been made as previously scheduled or with the speed and ease which was assumed possible prior to the grant.

  With AIDP assistance in the form of consultants, plus some additional software and hardware, we have been able to achieve computerization of student records (Registrar's Office) and fiscal records (Business Office). AIDP funds were also used to provide programming expertise to develop software for the Admissions Office.

- Through AIDP consultant support for a workshop and individual consultation, we have increased faculty and staff proficiency in formulating measurable goals and objectives. For the first time since long-range planning began at the College, the plan contains short- and long-range objectives for each academic and support area of the College.

- AIDP is totally responsible for improvements in the on-line systems in Student Affairs. Progress is slower than hoped for, but we are encouraged by an independent assessment predicting that by 1980 we should have the best admissions/financial aid/registration systems in the State of New York.

CURRICULUM REFORM

- Twelve learning modules have been developed by faculty members supported by AIDP funds. These faculty/instructional development projects would not have been possible without AIDP support.

- All types of internships have increased on an average of 20 percent. A greater number of internship opportunities have been generated than can possibly be filled with students.

- 1. The Spanish-Bilingual-Bicultural Program was approved by the State Teacher Certification Board during Fall 1977. This approval depended upon increasing faculty with special expertise, as well as instructional resources. AIDP made this possible.

  2. AIDP funding made it possible to develop the Asian component and to offer six new courses in the Asian-Bilingual-Bicultural Program.

  3. AIDP funding provided support for recruiting and advising students.

CONTINUING EDUCATION/COMMUNITY SERVICES

- In addition, the AIDP Continuing Studies project aided the College in:

  1. Developing two new majors in the Continuing Studies Division: Humanities and Social Science; and

  2. Hiring additional personnel to develop the many diverse activities in this emerging field, such as:

     a. Assistant Dean for Life-Long Learning,
     b. Assistant Dean for Business Liaison Administration, and
     c. A counselor for non-traditional students.

- The Women's Center which is directly funded by AIDP has been of service to several hundred women in the larger community through credit courses, seminars, counseling, and other services.

RECRUITMENT

- Enrollment of women has increased to 39.7 percent in Fall 1977 as compared to 37.4 percent in Fall 1976, a 2.3 percent increase. Particular elements of the AID Program which have contributed to this increase include: the introduction of the women's athletic program; expansion of the intramural program for women under the Health, Recreation, and Physical Fitness Program; the improved residence hall environment through the Residential Life Program; an increase in recruiting efforts through the Academic Advising Center; and a reduction in attrition. All of the outcomes are directly related to the objectives of one or more AIDP activity.

- Enrollment increased by approximately five percent with the AID Program accounting for 3.5 percent of the increased enrollment.

- The AID Program has enabled the University to hire a minority recruiter and to integrate minority recruiting into our overall recruitment strategy.

COUNSELING

- Prior to AIDP funding, personal and career counseling was handled by individual faculty members. Students had to rely on the varying degree of training and resources available. The AIDP program has served as the foundation for the establishment of our career counseling center.

- For 1977-78, a total of 4,000 individual counseling contacts were held as compared to 1,243 for 1976-77. Also, in 1977-78 a total of 409 group counseling contacts were held as compared to 377 for 1976-77. AIDP contribution had a 25 percent impact on the attainment of the goal as stated.

- The Counseling, Advisement, and Placement Center has become well established and is becoming widely recognized throughout the University System as one of the most successful of its type. The students are very favorable in their remarks about the CAP Center, and we are now ready to move to the next stage of developing ways and means of integrating concepts with faculty and departments as the students move from the CAP Center to the advanced undergraduate level and have counseling and advisement in the department of their major. The CAP Center is probably one of the most successful of the programs being supported by AIDP funds.

- As a direct result of AIDP contributions, we were able to hire a mathematics instructor and add mathematics to the existing programs of the Learning Skills Center. Through the addition of this program and the contributions of AIDP to the entire Center, the enrollment in the combined programs of reading, writing, speech, and mathematics increased 52 percent over the previous year. The 1976-77 enrollment was 456 students, which represents 24 percent of the total student body. Approximately 50 percent of the freshman students were required to register in the Learning Skills Center Program.

- A total of 475 students have been served in the basic skills labs, compared to 286 before the grant. This is also an increase over the previous year of 97 students, or 21 percent. One hundred percent of the students referred to the labs have been served. A total of eight remedial courses in the basic skills have been taught through the labs. An 83 percent success rate has been accomplished during the year. New work and study materials have been developed and/or purchased in all areas — reading, writing, and math. Preceptors have been employed and trained to provide a ratio of one to seven.

PLACEMENT

- Eighty-two percent of the Day Division students were given career planning assistance by the Career Center. Ninety-five percent of senior Day Division students were given placement assistance by the Career Center.

- The Placement Office, in operation about a year, has increased the awareness of both faculty and students of its existence and function. During the first semester only 20 students visited the Office, but in the second semester an average of 36 students per month has occurred. A survey of recent graduates has been conducted and results are on file for future use.

- In the academic year of 1975-76 one person, paid a non-professional salary with no clerical assistance and limited financial support, attempted to function in the area of career planning. During the academic year 1976-77 with the assistance of AIDP funding and by integrating the operation with Cooperative Education it was possible to develop a comprehensive Career Services Center responsive to liberal arts students in a tight job market.

FACULTY DEVELOPMENT

- We have reached the level of 57 percent terminal degree faculty — up from 50 percent in 1976-77. Three new faculty in AIDP programs have terminal degrees.

- Through short-term study grants 35 percent of the faculty and 63 percent of the student personnel staff matriculated in universities for further study. Workshops on and off campus involved 90 percent of the faculty and staff.

- Prior to AIDP 22 percent of the faculty had earned doctorates. For the 1977-78 term the percentage is 43 percent with earned doctorates.

ATTRITION

- In terms of providing opportunities for high-risk students, the AID Program has played a significant role through recruitment, guidance, and academic support systems for such students. The establishment of the Advising Center, the Testing and Basic Skills Program, and the Residential Life Program have all provided support which has resulted in measurable retention of high-risk students. Over 73 percent of high-risk students have achieved academic success, as indicated by a grade point average of 2.0 or higher on a four-point scale. This represents an increase of 21 percent compared to the pre-AIDP period.

- AID Programs have made it possible to carry out a concerted effort to retain students by meeting their needs more effectively. The Self-Improvement Center, the Career Services Center, and the Counseling Center have "reached out" to assist students while the Weekend College AIDP Activity provided the funds for better academic advising and programming with a research component to carry on an intensive study of the kind of student that can best be served. For Spring 1978 the enrollment figures indicate an increase in the student retention rate over the 1976-77 figures of three percent.

- The average retention rate over a five year period prior to AIDP was 30 percent or less. For the last three years under AIDP the retention rate is 70 percent.

The following tables present levels of goal attainment in various configurations, illustrating the relative contribution of AIDP to attainment of academic year goals.

AIDP CONTRIBUTION TO INSTITUTIONAL GOAL ATTAINMENT BY NATIONAL PRIORITY AREA

(Four-Year Institutions)

TABLE II-4

	Number	% of Total Number	Level of Attainment	AIDP Actual	AIDP Expected	Difference Between Actual and Expected
1. Institutional Effectiveness	115	19	3.6	2.8	3.0	-.20
2. Administrative Improvement	48	08	3.4	3.1	3.2	-.10
3. Curriculum Reform	186	31	3.3	2.8	2.9	-.10
4. Preparation for Graduate School	8	1	3.4	2.0	2.4	-.4
5. Preparation for Underrepresented Professional Areas	39	06	3.5	3.1	3.1	0
6. Upward Career Mobility	138	23	3.3	2.7	2.6	+.10
7. Other	75	12	3.3	2.0	2.0	0
TOTAL	609	100				--

EXPECTED AND ACTUAL CONTRIBUTION OF AIDP TOWARD ACHIEVEMENT OF ACADEMIC-YEAR GOALS

(Four-Year Institutions)

TABLE II-5

	Level of Attainment		AIDP Expected Contribution		AIDP Actual Contribution	
	Number	Percent	Number	Percent	Number	Percent
Excellent 76-100%	325	53	201	34	225	38
Substantial 51-75%	165	27	160	27	160	27
Moderate 26-50%	76	12	103	17	100	17
Little 0-25%	42	7	130	22	115	18
TOTALS	609	100	594	100	600	100

AIDP CONTRIBUTION TO INSTITUTIONAL GOAL ATTAINMENT BY IMPACT AREA

(Four-Year Institutions)

TABLE II-6

	Total #	% of Total	Level of Attainment	AIDP Actual	AIDP Expected	Difference Between Actual and Expected
Administrative Improvement 1	131	22%	3.3	2.8	2.8	--
Curriculum Reform 2	130	21%	3.3	2.8	2.8	--
Continuing Education 3	24	4%	2.9	1.9	1.8	+.1
Recruitment 4	35	6%	3.4	2.3	2.2	+.1
Counseling 5	44	7%	3.4	3.2	3.1	+.1
Academic Skills 6	56	9%	3.0	2.7	3.0	-.3
Placement 7	34	6%	3.4	2.7	2.9	-.2
Faculty Development 8	32	5%	3.5	2.6	2.9	-.3
Attrition 9	26	4%	3.2	2.4	2.3	+.1
Other 0	67	11%	3.2	2.0	2.1	+.1
TOTAL	609		3.3	2.5	2.6	2.6

C. INDIRECT IMPACT OF AIDP

Of continuing interest is the indirect influence that the AID Program might have on institution-wide development. The indirect impacts and results experienced by institutions while pursuing funded activities carries this study beyond the direct impacts to program-related resultants which are a product of the ripple effect of causal relationships. For example, installing and staffing a reading lab results in increased reading skills, a direct effect; and it also may result in an increase in library utilization, an indirect effect. Such effects often are noted through interpersonal relationships of individuals on and off campus and, in many cases, surface most sharply during an analysis of institutional characteristics before AIDP and at the present time. The Planning Team Report encouraged the institution's team, under just such circumstances, to identify the three to five most important indirect effects as a part of a broad analysis of the outcomes of the AIDP grant.

The selection of categories was left entirely to the institutional planning teams. While some teams made observations in several categories, others seemed to focus on only one category (e.g., administration). These "spin-offs" are often viewed as some of the most important institution-wide results of the AID Program's contribution to institutional development.

METHOD OF ANALYSIS

This section of the Planning Team Report required each institution to list the three to five most important indirect consequences or results of the institution's AIDP-funded activities. These results ordinarily are not reflected in formal reports of AIDP activity accomplishments.

The analysis of data for this section is based on responses from 60 institutions from the four-year consortium and 28 responses from the two-year consortium.

The following procedures were used in conducting the analysis.

1. Entries were scanned to identify general categories of responses and six were identified: institution-wide administration; academic programs and faculty; student affairs; sources of financial support; outlook and perspective; and additional burdens.
2. Each institutional response, identifying an important indirect consequence or result, was reviewed and recorded. Responses were grouped

as appropriate and descriptive statistics prepared. If institutional entries included references to multiple categories each was included separately.

3. Interpretations and conclusions were prepared.

In dealing with unstructured responses, it was considered more appropriate that descriptive statistics prepared for indirect effects should identify impact patterns for the whole group of grant recipients rather than attempt to characterize individual institutional patterns. This departure from the preceding impact study was in recognition of the many complex factors within each institution that made for the recognition or realization of one indirect impact and not another. Some institutions, for example, have an administrative improvement activity funded to achieve certain direct outcomes that others without such an activity will have achieved only indirectly. The absence of an institutional response on a given indirect outcome was not interpreted since it could be otherwise acquired or deemed less important by the institution.

The presentation of findings represents an analysis of indirect outcomes considered important by AIDP institutions as a group as they pursue their respective AIDP-funded activities.

C. INDIRECT IMPACT OF AIDP
(Two-Year Institutions)

FINDINGS

ADMINISTRATION

The two-year institutions felt that the greatest indirect impact was in administrative areas. Twenty-six colleges reported that the management of their institutions had been strengthened through the activities of AIDP.

Several colleges cited the total PME element of AIDP as a major reason for improved organizational change, and other colleges indicated individual components of the system that had improved their administrative structure and decision-making processes.

Forty percent of these institutions pointed to planning activities as a major impetus in experiencing, "organizational maturation," as one school termed the change. The benefits of the planning process listed included the use of objectives for planning, increased coordination of activities by administrative and faculty groups, greater numbers of personnel involved in planning, and improved communication between divisions.

Management capability was increased through the development of written systems and procedures: a heightened awareness of the need for and the use of a data basis for decision making, with a correlating increase in computer use and improved, more timely reports.

Several colleges demonstrated an awareness of the need for periodic evaluation of the institution, programs and staff; others noted that AIDP had already improved their evaluation techniques. AIDP-funded activities generated an increased interest in professional development activities, staff development and reorganization in support personnel areas, and the redesigning of job descriptions.

The following categories reflect the most significant areas of indirect impact on colleges, as reported by the institutional planning team. A summary of the findings and selected institutional responses are listed under each category.

Selected Institutional Observations

- *PME has created an environment which identifies and attempts to resolve the conflicts that are inherent in traditional styles of management when applied to the role of the community college in the 1970's.*

- *Although organization and management are part of AIDP, the implementation of the PME system has had the indirect effect of changing the attitude toward systematic management.*

- *Through the PME process we learned about taking on too many developmental objectives before a comprehensive management concept was in place. As a result, we had to delay our initial time frame, but the lesson has been most valuable and positive.*

- *While developing a modified system of MBO's, others at the institution have become more conscious of setting objectives and working toward their attainment as an improved means of accomplishing administration and instruction.*

- *Faculty and academic administrators are frequently working in task force settings because of the consolidation process. There is a greater delineation of individual and group responsibilities—additionally, a greater use of academic talents in the development and/or refinement of transactional systems.*

- *With greater attention directed to outcomes, it has become necessary to clarify what is permitted and expected in policies and procedures.*

- *Although much data has been available, the increased respect for data had filtered through the administrative ranks. Persons charged with programs and activities are identifying data needs to evaluate and subsequently plan for their area of responsibility.*

- *Through the work of task forces and the Committee on Institutional Mission, all professionals at the College have been actively involved in the process of developing the College's first written long-range plan of development. This process has resulted in everyone's becoming more aware of the many complex issues and personalities that must be considered when plans are being developed.*

- *In view of the development of a PME system, development of long-range plans, development of a management information system, and other improvements which were direct AIDP functions, it was found that the administrative staff needs to be strengthened in its management capabilities. One of the first actions is the enrollment of the President in the six-week summer seminars at the Harvard Business School.*

- *Prior to AIDP, there was little use for the computer outside the registrar's office, nor for purposes other than report writing. The demographic data now contained on the systems, and increased knowledge of how to use the systems, has resulted in increased use of the computer by all units on campus: for advisement, counseling, registration, payroll, departmental research, etc.*

ACADEMIC PROGRAMS AND FACULTY

Colleges reported that the AIDP-funded activities had fostered a more positive faculty attitude toward their institutions and their roles in it, noting specifically a spirit of cooperation and achievement which affects other elements of the campus. More than half the schools observed an improvement in faculty outlook and willingness to serve their colleges by participating in management decisions, engaging in curriculum development, developing new instructional methods, and designing new programs.

Ten schools witnessed experimentation and changes in instructional styles and techniques. A few schools observed an increased interest in individualized instruction, competency-based instruction, and the use of campus computers for teaching. Three colleges noted that AIDP-funded fellowships for instructional development and summer stipends motivated faculty to think more creatively about new courses and programs.

New programs were instituted at several schools with AIDP funds, including six career education programs, an outreach program to recruit older adult students, and a cultural program. Several schools had initiated Learning Resource Centers, Independent Learning Centers and Student-Centered Learning Laboratories.

Selected Institutional Observations

- *Increasingly, faculty members are looking more critically at their teaching methods, operational procedures, and their use of various media and educational technology, as a result of AIDP's emphasis on improved management and operational procedures.*

- *Because of the technical expertise acquired through AIDP and now available in Enterprise State's Learning Resources Center, the College was able to qualify for funds to establish a closed-circuit television system for improving the instructional program.*

- *Educational programs not supported by AIDP have improved greatly due to the fact that AIDP-supported programs have served as guidelines for improvements. All programs are now monitored on a regular basis so that programs can be constantly updated and improved to meet the changing needs of students.*

- *Faculty members have become more aware of the need to provide a variety of instructional approaches to accommodate different learning styles and ability levels.*

- *There has been a cross-fertilization of ideas as instructors have crossed discipline lines to work together.*

- *Faculty members were appreciative of AIDP funds made available to permit curriculum development and to develop their own expertise. They knew these areas needed attention but were frustrated, prior to AIDP, that no funds were available for these tasks.*

- *The effects of AIDP curriculum development have been experienced in seven curricular divisions. Many non-AIDP faculty members have expressed interest in becoming involved in the individualization of instruction. A "mini-grant" program has been instituted to give support and an opportunity for other interested faculty members to participate.*

- *The University has a 6520 Honeywell computer which had been utilized primarily by faculty members for mass test scoring. With the AIDP development of CGRT and CAI, several non-AIDP faculty members are trying to learn more about such programs. Thirty faculty members voluntarily attended a Saturday campus workshop on CGRT. Three of them applied for mini-grants to develop the computer as a teaching aid.*

STUDENT AFFAIRS

The Student Affairs area in AIDP schools has improved in several ways. A general effect has been the rethinking of the total student services program. This past year emphasis was on career development, cooperative education, and student employment services.

A second major area of improvement has been in counseling services offered to students, both academic and personal. Faculty members are contributing substantially more, advising students outside their specific discipline.

A third effect of AIDP in the student affairs area is the improvement of student recruiting and retention policies and practices.

Selected Institutional Observations

- *Program administrators, counselors, academic staff, and student services directors are planning a pilot program for the implementation and infusion of career education affecting all college divisions.*

- *The Career Development Center has become a very busy place. Over 2,200 persons visited the center during its first year of operation, from April 1977 to April 1978. Many students have been assisted here in career, as well as curriculum choices.*

- *When counselors were appointed, many faculty members felt they could abdicate their counseling role with the student. It was moderately difficult to turn them around and develop a viable advisor/advisee system. The system is now in operation and functioning quite well.*

- *Through the designing and implementing of the Personal Assessment and Goal Setting System, students are being made aware of their potentials. In many instances, this is being reflected in retention in classes, new attitudes, and consistent grades.*

- *Increased counseling and tutorial services made possible by AIDP, as well as the expansion of career program offerings, have provided an opportunity to attract students from new markets and backgrounds different from those students the institution was attracting in previous years. At the same time, we have been able, because of the counselor, the tutors, and the computer, to gather a great deal more information about student attitudes, backgrounds, and reasons for selecting SGC. This in turn has led to new and different approaches to student recruitment, including increased use of the faculty in the recruitment process.*

FINANCIAL SOURCES OF SUPPORT

Only three of the 27 institutions responding to this section mentioned additional financial support as an outcome of AIDP participation. Two schools noted an increase in institutional interest and involvement in grant planning as a result of AIDP funds. Some colleges have received funds for projects that were initiated with the AIDP grant.

One college reported an enhanced ability to qualify for funds to improve the curriculum as a result of the technical expertise the faculty members acquired through AIDP projects.

Selected Institutional Observations

- *This college has received additional Federal grants for projects that have grown out of AIDP-funded activities. These include $189,000 from the National Science Foundation for a modular chemistry program, $48,000 from the National Endowment for the Humanities for improving foreign language instruction, $48,000 from the Ethnic Heritage Program for videotapes on local culture, and several smaller grants. These grants were made possible because the faculty were able, through AIDP funds, to experiment with new ideas and gain enough experience to prepare a workable proposal for funding.*

- *Previously, grant planning was considered a "fringe" activity which one could ignore or join—according to his interests. The AIDP grant has made involvement in the future* ***de rigeur****.*

- *As a result of increased activity in general, the college development fund has been the recipient of some small gifts and it is apparent that some major gifts may be received during the next few years. Therefore, it is imperative that the college develop its fund-raising capability further and begin to cultivate alumni, friends, businesses and industry for gifts of money, equipment, shared-time, and other expertise available from the general public with which this college works on a day-to-day basis. The public has become more aware of what the college is trying to do (and is doing) for people in society.*

CONCLUSIONS

- *The most significant indirect impact of participation in the AIDP is the change observed in administrative structure, style, and organization.*

- *The implementation of PME is recognized as the most effective force in redirecting the administrative process.*

- *The planning process now includes representatives from diverse areas of the college, thus broadening representation in the decision making process.*

- *Faculty are encouraged to participate more in the design of curriculum and instructional methods, as well as in management decision making.*

- *In the student service area, the greatest impact has been observed in programs relating to career education and development.*

- *There has been little activity in fund-replacement strategies to provide financial resources to continue the programs initiated by AIDP.*

- *Most of the schools reported that their image was enhanced within their community, through AIDP programs.*

- *While negative responses in this section were few, most of these related to the additional administrative responsibilities incurred by AIDP, felt chiefly by the president, his staff, and other top administrators.*

C. INDIRECT IMPACT OF AIDP
(Four-Year Institutions)

FINDINGS

The following represent those categories in which institutional planning team responses could be placed most appropriately. Under each such category is presented a summary of significant findings, conclusions/interpretations and selected institutional observations.

ADMINISTRATION

Nearly all of the 60 institutions noting indirect impacts observed at least one such impact upon its administration. With the opportunity to report up to five major indirect impacts, institutional responses most frequently cited outcomes in administration. Indeed, just half of all major impacts identified (129 out of a total response of 257) could be classified as relating to institutional administration. Percentages are noted in parentheses following each statement.

- ***Modifications in administrative practices were reported beyond those directly sought in AIDP activity objectives (27%).***

  Almost one-third of the modifications noted dealt with administrators and faculty being more aware of their responsibilities as managers. One-fourth reflected a reorganization of offices, committees or assignments. Other important modifications included: wider participation in decision making; a better use of resources and talents; better documentation and codification of policy; an assumption of in-service training as a regular part of new implementations and an increase in the use of periodic reporting.

- ***Improved institution-wide understanding and participation in an integrated planning process (23%).***

  Nearly half of the impacts associated with planning emphasized a wider participation of faculty and staff in the preparation and the uses made of an institution-wide planning effort. A more formalized, systematic structure of the planning process was also noted, in some cases achieved more rapidly than anticipated prior to the AIDP grants. Some institutions noted particular advances in integrating budgeting and fiscal im-

pacts into the planning process. In adapting general principals of planning to an institution's requirements, several noted special advances made in achieving an advantage in relating to interinstitutional planning and state planning requirements as an indirect result of AIDP-funded activities.

- ***Improved inter-office communication and cooperation (17%).***

  Among institutions that noted improvements in inter-office relationships three-fifths of the responses emphasized a growing sense of interdependence among faculty and staff that was emerging as an indirect outcome of the AIDP activities. A corollary observation was made in one-fourth of the responses that improved intercommunications among all operating units of the institution was a major impact that AIDP had promoted. Other impacts included a greater inclination to share ideas and information and to improve intercampus articulation.

- ***Improved data collection and its use, institution-wide, in making decisions (12%).***

  Nearly two-thirds of the responses relating to data collection and flow emphasized that the systematic collection of data is now being woven into the decision-making processes across the institution as an indirect impact of AIDP activities. Other such impacts included an awareness of data deficiencies and of untapped data found to be available. More documentation was now being required for plans and programs and data flow requirements. In one case it had culminated in a permanent institutional research position.

- ***More attention devoted to program evaluation (9%).***

  Responses related to evaluation were equally divided among the following indirect institution-wide impacts: a greater emphasis upon systematic evaluation, a more careful examination of who is being served by the institution and how well, and pressure to make a frank assessment of existing instructional and other programs.

- ***A momentum in TIS development that has carried the institution beyond AIDP-funded activities (4%).***

  Responses reported an increased awareness of need to continue TIS development, including desirable steps in meeting state requirements which have indirectly resulted from funded TIS work.

CONCLUSIONS

Indirect outcomes related to institutional administration were the most frequently mentioned. Approximately half of all outcomes noted represent a slight increase over the preceding year when changes in categories are taken into account. Additional burdens and outlook and perspective were included under the administration category last year. There is continuing evidence that indirect administration impacts result from AIDP reporting requirements as well as from the various specific activities.

Significant modifications in administrative styles were noted, such as:

- *Wider participation in planning;*
- *Increased use of data;*
- *Greater emphasis upon systematic evaluation;*
- *Mission and goals more clearly and widely understood;*
- *Greater sense of interdependence among institutional units;*
- *Greater effort to document and codify policy;*
- *Greater emphasis upon performance and accountability; and*
- *Planning more widely used.*

Responses on institution-wide administration also correlate well with the three most important changes in upper level management (Part IV of the Planning Team Report).

Because of individual circumstances, observations provided by larger institutions or smaller institutions continue to provide no distinctive patterns concerning indirect administrative outcomes. The same appears to be true for the length of time in the program.

Despite the added institutions (15) included in this study, a careful comparison of observations made in the preceding impact study shows no significant departures. Impacts in managing and planning continue to be more frequently noted than evaluation impacts. While the positions in order of frequency of important indirect administration results remained the same, impacts on planning were more frequently noted than in the preceding year.

Selected Institutional Observations

The following statements were excerpted from responses to open-ended questions made by the participating institutions:

- *We have identified 27 TIS at the university. Only nine of these systems are being developed with AIDP funds. The University has begun to develop additional TIS's to support those funded under AIDP.*

- *Faculty members have begun to examine more analytically the mission and scope of the College.*

- *The utilization of goals, objectives, and milestones have become operative planning tools not just in those affiliated with AIDP, but in many departments and offices throughout the institution.*

- *As all units of the college become more and more familiar with a PME system, individuals want to learn more about the system so that it can be manipulated to their advantage.*

- *The quality of the fiscal operations has been enhanced significantly and as a result has impact on the viability of the University.*

- *Faculty are more involved in decision-making and generally have more reliance on the type of data they are receiving on which to base their decisions.*

- *The institution can now show more relationship between and among programs as a result of some of the programming that has taken place under AIDP.*

- *The directors of AIDP component activities who are faculty members have been instrumental in passing on to their colleagues the techniques used in monitoring and evaluating their respective programs with the result that there is a greater awareness of and sensitivity to accountability in all units.*

- *The work with management information systems has prompted a number of college offices not now using computer applications to plan to do so.*

- *The AID Program organization has provided a new mechanism for intercommunication that is more effective because all activities are bound together by managerial requirements that are immediate to them.*

- *The University has manifested greater emphasis on systematic evaluation of personnel, programs and resources in AIDP and non-AIDP related activities. Faculty and administrators appear to be more amenable to evaluation—both internal and external. Some of the anxiety once experienced has dissipated. However, there is still too much present.*

- *Growing awareness of existence and stifling impact of data and data procedure deficiencies and personal and professional limitations of management personnel at various levels.*

- *Each unit of the University has been made more aware of the value and necessity of keeping good, accurate, and up-to-date records. The interdependence of units for data has begun to bring about a behavioral change in this direction. Data are now more valued by all.*

FACULTY AND STAFF OUTLOOK AND PERSPECTIVE

Approximately three-fourths of the institutions noted at least one indirect impact upon the outlook or perspective of the institution's staff. The 49 responses that were related to this category constitute 19 percent of the major indirect impacts reported.

The 49 observations may be further classified as follows, with percentages noted in parentheses following each statement.

- *Improvement in staff understanding of what will be required for institutional entrance into the "mainstream" and the potential for success (50%).*

- *AIDP activities have indirectly enhanced the institution's performance as it relates to accreditation requirements (6%).*

- *AIDP activities have been critical to institutional vitality in ways that micro-reporting cannot adequately indicate (4%).*

CONCLUSIONS

Frequent references to institution-wide changes in outlook and perspective resulting indirectly from the AIDP grant necessitated a separate category for this study. A sensitivity on the part of staff of its institution's potential for achieving progress toward mainstream status could be expected to develop in the course of an AIDP grant's implementation. It is therefore reassuring that so many positive observations were noted.

Significant impacts included the following.

- *Faculty is more sensitive to the broad range of factors that have impact upon their programs.*

- *Growth in institutional self-confidence.*

- *Reduction of insularity or provinciality.*

- *Improved morale resulting from evidence of progress and purposefulness.*

- *More familiarity with the use of external resources.*

- *More positive attitude toward OE staff.*

- *More positive, dynamic image of the college.*

- *Enhanced preparation for accreditation.*

The preceding year's study noted, among indirect outcomes, an increased frequency in external contacts and a faculty awareness of national trends. Responses in this study suggest similar impacts. Increased contact among institutions through the exchange of materials and through workshops no doubt have had a part of this.

As in the case of impacts upon administration, such indirect impacts, so vital to an institution's entry into the mainstream, seem to arise as a normal consequence of the way institutions go about the implementation of their AIDP activities.

Selected Institutional Observations

- *The team visits to other colleges provided faculty, staff, and students with a more vivid perspective of our college in relation to those visited. It seems to have created a more intense sense of confidence in the purposes of this college.*

- *The AIDP grant provided numerous opportunities for our faculty and staff to associate with leaders in higher education as well as corporate, business, professional and government leaders. This has given us a much greater appreciation of the higher education enterprise nationally and where the College fits in that enterprise.*

- *College personnel have become more familiar with the use of external resources through use of consultants and visits to other institutions. These resources are used more effectively. In some cases, our own personnel are sought out for assistance because of their developing expertise in a particular area.*

- *The State Recertification Team was impressed by the carefully delineated course competencies and criterion referenced test items developed by departments as a result of the AIDP Faculty Workshops.*

- *The presence of new AIDP-supported personnel in a number of areas has generated an increased sense of movement on the part of existing personnel. Morale has improved because of the heightened sense of institutional significance which has resulted from our decision to allocate AIDP resources in these areas.*

- *The advent of new programs at the College and the burgeoning positive outlook of the College's personnel have led to both a greater involvement of College faculty and administration in external professional activities and associations and to an increased institutional visibility in the area and within the higher education community.*

- *The AIDP consultants brought on campus and the Workshops attended by AIDP people result in the overcoming of provincialism. There is greater awareness of new educational developments. Stagnation is jolted.*

ACADEMIC PROGRAMS

Over one-half of the institutions noted at least one indirect impact upon their academic programs beyond those associated directly with their AIDP activities. The 35 observations constitute 14 percent of the major indirect impacts reported. Important among the 35 observations were the following:

- *A strengthening of the curriculum beyond the immediate objectives of the funded activities (74%).*

  Over one-third of the observations reported that a redesign of the curriculum was underway based upon a frank assessment of institutional strengths and weaknesses. Nearly one-third noted modifications in course work which provided experiential education or otherwise strengthened student potential for career advancement. Almost one-fifth expressed a general strengthening of the instructional base as a result of faculty enthusiasm carrying over into their other courses. Greater respect among faculty for skills courses and for interdisciplinary courses was noted. Greater use of the computer and learning lab beyond funded activities was also noted.

- *National trends, reflected in approaches being taken by AIDP-funded activities, have served more actively in guiding faculty decisions (17%).*

Alternative teaching methods, insights into programs at other institutions and the jolting of campus stagnation were noted. National workshops hosted on campus and faculty participation in professional activities elsewhere were mentioned. Only one mention was made of faculty members being stimulated to acquire advanced degrees.

- *Identification of hinderances to learning and the need for broader and more varied support services (learning resources) for the instructional program (9%).*

CONCLUSIONS

Evidence suggests that changes in curriculum initiated by AIDP-funded activities have set in motion a more significant institution-wide redesign in the curriculum. Significant features of this indirect impact were:

- *Greater respect among faculty for service courses;*
- *An increase in curricular development;*
- *Greater attention to career development by all students;*
- *A growing recognition of national trends in instructional improvement; and*
- *Broader use and more varied services for instructional support.*

While the proportion of institutions noting an impact upon curricular developments was similar to preceding years, there was a pronounced shift from mention of "awareness" of national trends to mention of reports of efforts actually underway on campus that recognize such trends. A corollary can be noted in the shift away from observations regarding additional faculty development efforts to observed outcomes of such development.

There was continuing evidence that curricular reform and redesign stimulated indirectly by AIDP activities was focused upon the needs of disadvantaged students and of the institution's ability to provide the kind of instruction its students need to advance in the careers they have chosen. Mainstream developments across the nation are being widely used in this effort.

The findings suggest that the indirect consequences of AIDP on academic programs are less frequently cited than those upon administration. In an effort to properly classify impact in terms of categories of outcomes, it was necessary to consider a more active faculty participation in decision making and their recognition of mission and goals as administrative outcomes. Yet, it should be recognized that an eventual impact of these latter developments might be felt upon further curriculum improvement. Thus, the winds of curricular change beyond AIDP-funded activities may be somewhat understated.

Institutional responses regarding indirect academic impacts showed little or no variation in patterns related to size and to length of time in the program for this study.

Selected Institutional Observations

- *As a spin-off of the Basic Skills program, a greater number of English professors have become interested in writing courses.*
- *Faculty who have helped develop new programs and models have appeared on professional programs and also have been asked to share materials and information.*
- *A full-scale academic and curricular redevelopment process has been launched. This was not part of the original AIDP proposal.*
- *Because many AIDP activities are in "high interest" occupational areas, other institutions are likewise interested in developing such programs. AIDP support has given the College a distinct advantage as the State Council of Higher Education has required cooperative planning and development.*
- *A greater consciousness on the part of the whole faculty of career development for each and all students. Acceptance by faculty of career development in concrete terms thereby reducing tensions between the two elements in the institutional mission as expressed in the liberal arts and the development of job-entry skills.*
- *The availability of the SPSS on-line has made it possible for more faculty to use the University's computer services without taxing the Computer Center's developmental resources. At any one time, six to eight faculty members are using the SPSS.*
- *Although the learning lab use was programmed through specific areas, student use on a voluntary base was widely observed; resulted in development of self-motivated learning packages.*

STUDENT AFFAIRS

Approximately one-third of the responding institutions noted at least one indirect impact upon student affairs. The 22 observations constitute 9 percent of the major indirect impacts reported. Important among the observations were the following:

- *Improvements have been made in counseling and other current services as an indirect result of AIDP-funded activities (64%).*

  More than one-third of the responses indicated that a review and evaluation of current services had taken place resulting in the revision of those services. Another one-third referred to general improvements in the quality of student life that had come about as a result of AIDP activities. Improvements in campus-wide counseling services and in student participation in student service activities were also noted.

- *Improved strategies have been implemented for student recruitment and retention (22%).*

- *Surveys and research have taken a more global view of student needs (14%).*

CONCLUSIONS

Institutions report that an indirect result of their various AIDP activities has been a greater awareness of the need for improvements in counseling and advising. Student response to AIDP-supported services has encouraged further attention. There is evidence that on some campuses the importance of recruitment and retention strategies has been highlighted by AIDP activities.

Indirect impacts related to student affairs were mentioned less often in this study than in the preceding year, and emphasis has passed from awareness and discovery of unmet needs to references to improvements underway. Institutions new to AIDP express fewer impacts (18 percent compared with overall 33 percent) in student affairs than institutions with older programs which may account on balance, for the growth of evidence of progress.

Selected Institutional Observations

- *Since the College will have to de-emphasize or eliminate some programs, this has caused a keener awareness of the need to utilize market studies to evaluate student needs, enrollment trends, and career opportunities.*

- *The AIDP reporting system has led to more frequent discussion of student outcomes in other program areas of the college. We are beginning to learn (by our experience) that it is possible to consider the ends programs serve in making decisions and not lose ourselves totally in consideration of process (or means). The net is that we are now becoming more concerned with concrete results.*

- *Revamping the Admissions programs of the College in connection with organizing to achieve enrollment targets. This includes involvement of faculty and students in extra admissions efforts, along with closer cooperation of Admissions staff with the planning process.*

- *An AIDP activity has led to an overall examination of goals, objectives, needs, and practices relating to recruitment and admissions at the University. This examination has provoked the development of a Master Plan for recruitment, response to student needs, and consequent retention of students on campus.*

- *Official and "real" progress toward positive, developmental philosophy toward students. AIDP impact very great on support services helping students to get maximum benefit from education.*

SOURCES OF SUPPORT

Approximately one-fourth of the institutions noted one or more indirect impacts relating to fund-raising capacity. Percentages are noted in parentheses after each statement.

- *There was significant increase in grant seeking activity (44%).*

- *An increase in success in acquiring grants (25%).*

- *AIDP activities indirectly stimulated contributions or appropriations (25%).*

- *The institution learned that more than grantsmanship is required to gain grants (6%).*

CONCLUSIONS

There is little doubt that receiving a major grant, such as AIDP, provides encouragement to institutional staff to seek others. Fund replacement requirements are a further inducement. A progress report in fund-raising efforts was requested of the planning team elsewhere in the survey. Institutions reporting increased activity and success in acquiring grants appear to be speaking of those impacts stimulated by other than fund replacement strategies. Thus, faculty and staff enthusiasm for and insights into proposal writing, success solicitation and the added attractiveness of the institution to donors appear to rise from the activities themselves rather than from the requirement for fund replacement.

In this study, observations related to the institution's image and its viability among donors, while important to its sources of support, have been assembled as a major category in its own right. Thus, comparison with the preceding year regarding sources of support is difficult. When this is taken into account, responses for the two successive years are similar.

Selected Institutional Observations

- *There is increased awareness throughout the institution of grant possibilities and confidence for College personnel to apply for grants. The Grants Services staff was expanded in order to support the increased demand of applying for grants.*

- *The results have been increased community support and involvement in the programs of the institution. This support is particularly pronounced in Alumni Relations.*

- *Better understanding of the impact of restricted funds on resource allocation within the University and improved proposal development in the institution.*

Negative Impacts

In this study, only six institutions expressed negative impacts as indirect major consequences of their AIDP activities. These were approximately 2 percent of all observations. They dealt with uneasiness and anxiety resulting from change (2), increased workload before benefits are visible (1), staff overload to serve the OE financial report system (1), a financial squeeze between the end of the basic grant and the beginning of AIDP (1), and the emergence of a more formal, businesslike style of management that might curb creativity (1).

CONCLUSIONS

As an indirect consequence of AIDP activities negative consequences as well as positive outcomes upon grant recipients were sought in this study as in the preceding year. The sharp drop in negative impact observations suggests that earlier frustrations with reporting burdens are now seen as less important than other major impacts. The smaller institutions (smallest one-third) accounted for the remaining reports of increased burdens.

Selected Institutional Observations

- *Activities are evaluated and modified. Certain positions will not be continued and this is causing problems with morale. Basic functions will be continued but the number of specific positions will be reduced due to consolidation and reorganization.*
- *The expectation level of college personnel has risen with regard to performance and productivity on the part of both supervisors and subordinates. On occasion, this leads to an increased sense of frustration.*
- *For some individuals and groups within the College and, in some ways, for the institution as a whole, there is a general uneasiness or anxiety resulting from the many changes occurring within the College.*
- *A positive effect is more efficient, in some ways more "businesslike," functioning of the College. A negative aspect is a more formal, much less personal atmosphere. If carried too far at a college our size, this tendency will have very detrimental effects on morale and creativity.*

INSTITUTIONAL OUTLOOK AND PERSPECTIVE

There were other, less direct results of AIDP, which focus on the affected institutional self-concept and the community's perception.

Sixteen institutions noticed enhanced status and improved image, citing faculty and student awareness of AIDP generated activity and improvements as one major effect. Increased visibility of the institution in the community was seen as a second major result. In this latter effect, increased fund-raising efforts and continuing education programs were noted as the chief catalysts for this heightened public awareness.

Other colleges commented on successful accreditation reviews attributed to AIDP-related improvements and the adoption of models developed by AIDP project staff by programs not directly involved with AIDP. Several schools said they appreciated the opportunity to draw external consultants with a variety of skills and knowledge to the campus who were able to make an objective review and suggest recommendations.

Selected Institutional Observations

- *The AIDP grant has allowed the institution to avoid stagnation during a period of reduced state funding. Faculty members, students, and members of the community have the impression that "something is happening" here.*
- *A number of activities planned to occur over a long period (ten years or more) were greatly facilitated and telescoped. They included revitalization of several programs, institutional planning, faculty development program, and perhaps most urgently, the development and fund-raising effort.*
- *The AIDP funded Office of Staff Instutional Development was recognized by the National Association for Staff Program and Organizational Development as a model program. This national recognition provides a powerful reinforcer to faculty and staff.*
- *Fund-raising efforts and the establishment of the continuing education program have greatly increased the awareness of the college among several key segments of the public in our community.*
- *Since faculty members have known what AIDP is funding and why, faculty awareness is noted in general conversation, willingness to serve on committees, support for people directly connected with AIDP, and an awareness that changes are happening.*
- *In 1977 the college received a positive and encouraging evaluation from the NCA. Much of the progress identified since the previous visitation was directly or indirectly attributable to improvements made through AIDP.*

ADDITIONAL BURDENS

Five schools commented on the additional burden that AIDP had placed on their college, primarily in the form of increased workload on administrators and their staff.

Two schools noted that the additional funding that permitted payment of faculty for curriculum study set expectations that such efforts are extraordinary to routine faculty duties and expressed concern that such remuneration would always be anticipated. Another school felt that its Central Administration would decrease its financial allocation to the College because of AIDP funds already received.

A few schools felt that many of the required activities increased the number of meetings and created a duplication of efforts among administrators, since the President and his immediate staff were also on AIDP committees at times. They suggested the development of an AID Program that is parallel to but separate from the administrative structure.

Selected Institutional Observations

- *The administrative demands of the AIDP program have placed heavy demands on top level administrators and administrative support personnel.*
- *Because of increased activity generated mainly through AIDP funds several major offices/divisions were faced with an increased workload. Namely, Student Services, Academic Affairs and Special Services.*
- *The four activity heads for AIDP are also members of the President's staff. The workload necessitated by AIDP, including such reports as this one, have demanded more frequent meetings of the staff. At times such meetings are difficult to arrange and are somewhat repetitious of regularly scheduled staff meetings. This consumes planning time that could be better spent elsewhere.*

CONCLUSIONS

- *There is considerable evidence that the most important indirect consequences of participation in an AIDP grant is the change effected in administrative processes.*
- *Changes in administrative processes are identified as positive contributions that improve procedures. Results are significant enough to indicate that administrative styles are changing and that movements toward improved PME are underway.*
- *AIDP activities have increased institution-wide awareness of national trends and developments particularly in administration and curriculum. As a result, institutions are conscious of moving into the mainstream of higher education.*
- *Modifications in curricula outside the immediate scopy of the AID Program suggest that more curricular upgrading has occurred than was originally contemplated.*
- *There is evidence that AIDP activities have encouraged a clearer campus on the unmet needs of students and have generated opportunities for greater student involvement.*
- *AIDP activities, and the momentum of activity resulting from their implementation, have encouraged those associated with, or supporting the institutions, to hold a more optimistic view of the institution's potential.*
- *Specific indirect outcomes or consequences appear to spring from individual circumstances, since larger (top third) and smaller (bottom third) institutions as well as older AIDP activities (FY 1973) and newer activities (FY 1976) provided no distinguishing patterns.*

- *Negative outcomes, such as the added burden of reporting, no longer appear to be considered among the major impacts of AIDP except in the case of several smaller institutions.*

- *A pronounced shift from reporting an "awareness" of mainstream practices to reports of such practices actually underway on campus, when current findings are compared with those of the preceding year.*

OBSERVATIONS REGARDING THE VALIDITY OF RESPONSES

- *Institutional planning teams were free to exercise their preferences regarding categories used to report indirect consequences or outcomes experienced under AIDP. No clues were provided as to expected categories or impacts.*

- *Many institutional planning teams had to determine if outcomes were linked directly or indirectly to AIDP activities. This was especially true regarding PME improvements. Evidence suggests that planning teams reported as indirect outcomes those procedural modifications taking place on the initiative of individuals rather than those with formal assignments within AIDP activities.*

- *Statements of indirect outcomes or consequences that were negative in terms of institutional requirements were encouraged if appropriate, but were not required. The low number of negative responses suggests that institutions are either hesitant to report negative consequences of AIDP, even when indirect, or that they consider such negative outcomes as less important than many of the positive indirect outcomes. In the light of the frankness of the responses volunteered throughout, the latter conclusion would be more appropriate.*

- *The absence of entirely common experiences, circumstances, or AIDP activities among the 60 responding institutions limits the possibility of setting forth an idealized model of indirect impacts against which to measure each institution's progress. This portion of the study has taken the sounder ground of a descriptive approach by setting forth the kinds of indirect impacts that institutions report as having actually achieved. The frequency of observations was therefore considered more significant than the portion of institutions reporting an observation.*

- *The failure of an institution to record a given impact in this section does not imply an absence of such an impact. It might have been a direct impact of an activity.*

D. FUND-RAISING EFFORTS

This section of the Planning Team Report sought to gain insights into the fund-raising efforts and experiences of each institution. Major sources of funding were identified on the questionnaire and respondents were asked to indicate changes where appropriate. Institutions also were asked to note expected sources of additional funding and to assess fund replacement probabilities in various areas of college programs. This section was designed to provide general and specific assessments of sources of fund replacement for AID Programs and for other institutional programs and operating areas.

METHOD OF ANALYSIS

Responses were tabulated as frequency distributions, including number and percent for each question. Cross tabulations were also prepared using the variables of number of years in the program (three years and under = low; over three years = high), and size of the institution (0-3,500 student head count = small; 6,000 and over = large), and public/private affiliation. The public/private affiliation cross tabulations proved of little value for the analysis of data on two-year institutions. Open ended responses were analyzed and combined into corresponding categories. Appropriate institutional comments were included as examples when necessary.

D. FUND-RAISING EFFORTS
(Two-Year Institutions)

FINDINGS

The respondents were asked to rate the impact that the AIDP grant has had on their funding activities and management improvements, using the following categories: (1) "Increase," (2) "Decrease," (3) "Remained Constant," and (4) "No Evidence." Shown in ***Table II-7*** are the percentages at schools responding in each category. Responses were received from 27 institutions. None of the respondents expected a decrease in funding from private or public sources.

Sixty-eight percent of all responding two-year institutions reported anticipated increases in future funding sources from both private and public sources as a result of their AIDP grant. More recent institutions (those joining the program since 1976) reported 78 percent in this anticipation while 62 percent of those in the program for over three years reported an increase. Small schools reported an anticipated change of 61 percent while large schools reported an anticipated change of 75 percent. It is evident that these estimates of increases for the future were made while actual increases observed to date have been much less widespread (24-28 percent). Decreases in funding to date have been evidenced by none of the reporting institutions, all of which, however, anticipated future increases.

Additional external funding for various improvement programs in the future is expected to result more from private than other sources.

Institutions were also asked to rate their current assessment of fund replacement probabilities in several areas (***Tables II-8 and II-9***). In general, a majority of two-year institutions expected increases in all sources of funds: Federal, state, private, gifts and contributions, tuitions and fees, and endowment income. Private sources (75 percent) and gifts and other contributions (75 percent) proved to be the sources of support from which all two-year institutions anticipated the greatest results.

Private support and gifts and contributions were found to be more promising for future improvement programs than Federal and state funds. However, this was not necessarily reflective of volume.

A more active and successful search for funds has resulted from management improvements and successful experiences gained from AIDP participation and activities.

Forty-four percent of all institutions reported that the number of proposals submitted had increased. Forty percent reported increases in the amounts of funds acquired; and 52.5 percent reported increases in the variety of funding sources sought. In no cases was a decrease reported in proposals submitted (Table II-7).

Institutions in the program for three years and over (*Table II-10*) reported more incidences of the positive impact of AIDP than did the institutions in the program for under three years. Those institutions with the smallest enrollments consistently reported (*Table II-11*) slightly more increases in the number of proposals submitted (62 percent), and variety of funding sources sought (92 percent) than did schools with larger enrollments.

Gifts and grants during the 1977-78 fiscal year that could be directly attributed to the institution's participation in AIDP were in significant amounts for those reporting.

Twenty-one schools responded to this part of the Planning Team Report and reported a mean of $110,282.23 in gifts and contributions. Only three of those institutions in the program since 1976 reported that any funds were acquired as a result of AIDP.

A current assessment of fund replacement sources by institutions placed greatest expectations upon Federal and state support (Tables II-7 and II-8).

Institutions were asked to assess current fund replacement probabilities in the areas of (1) endowment income, (2) tuition and fees, (3) gifts and contributions, (4) Federal support, (5) state support, and (6) private support, (*Tables* II-8 and *II-12*).

A majority of responses fell in the moderate category for all areas. A small percentage rated the probability of success as excellent to substantial in three of the six categories. Tuition and fees was the exception; in fact, 24 percent of the institutions rated their fund replacement probability from this source as unlikely. Federal support was perceived as having the greatest fund-replacement probability by all schools (58 percent).

CONCLUSIONS

- Fund-raising efforts continue to serve as a source of immediate concern to two-year institutions.
- There is much evidence to support the premise that fund replacement strategies are in operation at most two-year institutions as a direct consequence of AIDP activities.
- There is a greater facility being demonstrated in the area of fund-raising capabilities, but the future emphasis leans towards greater dependency on private gifts and contributions with less reliance on public sources.
- Institutions appear to recognize the growing dependence of lower income students on the two-year institutions and as a direct result seek to minimize the role of tuition and fees as a source of funding.

- There is a need to further expand the abilities of institutions to increase their research capabilities in fund-raising strategies.

- Realizations for 1977-78 are indeed modest but the project appears to offer magnificent prospects for participants.

Responses to open-ended questions indicated that staff development activities and the PME system have directly affected the fund-raising capabilities of the institutions participating in the program by supporting institutional planning effeorts and directing positive fund replacement strategies. Integrating AIDP strategies and approaches into institutional activities and generating necessary funding to bolster them have important long-range consequences for participating institutions. AIDP strategies must become a viable part of the college. Individual and financial sacrifices must be made to the maintenance of these activities to establish their legitimacy and to increase the continued positive effects.

The AIDP grant and its related activities heightened the image of participating institutions and increased their ability to attract future additional funding.

The following represent responses to open-ended questions and selected institutional observations.

Selected Institutional Observations

- We did not have a fund development office until last year. Our office is being developed under sponsorship by AIDP. We expect significant results from this effort.

- The college foundation was incorporated in the fall 1977 and is expected to bring additional resources to the college.

- This AIDP project was funded in July 1977 and implementation began in January 1978. Therefore, any impact on fund-raising activities is in the future. It is anticipated that fund development strategies developed through AIDP assistance will bring about significant increases in effectiveness of funding efforts.

- The college established a foundation as a direct result of the AIDP program. It was through AIDP that the college learned of the emphasis being placed on a foundation and has established a college funding foundation. The project has strengthened our ability to write proposals, identify resources, and conduct a seminar for the staff of the college.

- Because of the technical expertise required through AIDP and now available in the college learning resource center, the college was able to qualify for funds to establish a closed-circuit television system for improving the instructional program.

- A $50,000.00 endowment was secured as a result of the new development office initiated this year. It is far too early to make any predictions about the effect of AIDP on its operation. Clearly there would have been no such position had it not been for AIDP. The existence of the office did help the institution and its foundation members during the annual fund drive. However, added strains have also resulted as a consequence. Development offices should plan for long-range solutions (endowments, deferred gifts) to build a financial base for the future.

- The fund-raising facility at the college is just getting under way with the establishment and implementation of the college's foundation. In the remaining years of AIDP planning and funding, it is anticipated that more concrete efforts will be made to enlarge the gifts of the college within this area and from the alumni.

- Previous donors were pleased to note that the college had begun a permanent businesslike program of institutional development. New potential donors are basically pleased to be asked to consider the college in their future contributory program and have told us they will respond. Development programs take time to develop; they are not overnight successes. The institution has developed an overall program for giving, and has stated its short-term and long-term objectives and goals and its rationale for the program. As a two-year public institution, we feel very positive about going forward with a planned institutional development program and feel it will eventually bring return of funds to the institution.

- AIDP has made a definite contribution to the formalization of the planning process and to the systematization of the total fund-raising program of the college.

- AIDP-supported activities have greatly increased our fund-raising capabilities and potential, particularly in the private sector and among individual donors.

- There is a great deal of work to be done in replacement of funds. We feel that it will be a successful effort and it should make a considerable difference in the college's development.

- In the state, the private sector contributes little, as a general rule, to fund raising in two-year colleges. This is true more dramatically here than nationally. However, because of the AIDP-supported fund-raising project, it has been possible for the college to complete a study assessing donor possibilities. This is an extremely rare activity in the state's two-year colleges. On the basis of this study it has been possible to design a program aimed at success at the college. Major fund-raising activities will take place in the Spring of 1979.

AIDP IMPACT ON FUNDING LEVEL BY SOURCE
(Two-Year Institutions)

TABLE II-7

N = 27

What has been the impact of calling attention to your AIDP grant or its relevant activities?	Increase (Percent)	Decrease (Percent)	Remain Constant (Percent)	No Evidence (Percent)	Total (Percent)
Change in funding from private sources	28	0.0	44	28	100
Change in funding from other Federal grant programs	24	0.0	44	32	100
Anticipated change in funding in the future from private and public sources	68	0.0	16	16	100
What has been the impact of the management improvements and of successful experiences which your staff has gained from AIDP activities in the following areas?					
Number of proposals submitted	44	0.0	43	13	100
The amount of funds acquired	40	0.0	45	15	100
Variety of different funding sources sought	52.5	0.0	36.5	11	100

FUND REPLACEMENT PROSPECTS BY SOURCE
(Two-Year Institutions)

TABLE II-8

What is your current assessment of fund replacement probabilities in each of the following areas?	Excellent (Percent)	Substantial (Percent)	Moderate (Percent)	Unlikely (Percent)	Not Applicable (Percent)	Cannot Assess at This Time (Percent)	Other (Percent)	Total (Percent)
Endowment income	4	0	28	20	24	24	0	100
Tuition and fees	4	24	24	24	8	16	0	100
Gifts and contributions	0	20	56	8	4	12	0	100
Federal support	8	32	28	4	0	28	0	100
State support	8	32	24	16	4	16	0	100
Private support	0	16	52	8	0	24	0	100

ASSESSMENT OF FUND REPLACEMENT PROBABILITIES BY SIZE OF INSTITUTION*
(Two-Year Institutions)

TABLE II-9

N = 24

FEDERAL SUPPORT

	1**	2	3	4	5	6	7	Total %
Small	41	17	25	17	0	0	0	100
Large	75	8	17	0	0	0	0	100
All	58	13	20	9	0	0	0	100

STATE SUPPORT

	1	2	3	4	5	6	7	Total %
Small	49	17	17	17				100
Large	33	0	58	0	0	0	0	100
All	45	9	37	9			0	100

PRIVATE SUPPORT

	1	2	3	4	5	6	7	Total %
Small	84	0	8	8	0	0	0	100
Large	67	0	25	8	0	0	0	100
All	75	0	17	8	0	0	0	100

*Small Institution = 0-3,500 Student Head Count
Large Institution = 6,000 and above Student Head Count

**1 = Increase
2 = Decrease
3 = Remain Constant
4 = No Evidence
5 = Not Applicable
6 = Can't Assess at This Time
7 = Other

– Continued –

ASSESSMENT OF FUND REPLACEMENT PROBABILITIES BY SIZE OF INSTITUTION*

(Two-Year Institutions)

TABLE II-9 (Continued)

N = 24

GIFTS AND CONTRIBUTIONS

	1	2	3	4	5	6	7	Total %
Small	83	0	17	0	0	0	0	100
Large	67	0	25	8	0	0	0	100
All	75	0	20	4	0	0	0	100

TUITION AND FEES

	1	2	3	4	5	6	7	Total %
Small	25	0	75	0	0	0	0	100
Large	25	0	8	0	0	0	0	100
All	25	0	66	9	0	0	0	100

ENDOWMENT INCOME

	1	2	3	4	5	6	7	Total %
Small	83	0	8.5	8.5	0	0	0	100
Large	25	0	16	59	0	0	0	100
All	54	0	13	33	0	0	0	100

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* Small Institution = 0-3,500Student Head Count
Large Institution = 6,000 and above Student Head Count

AIDP IMPACT ON FUNDING BY YEARS IN PROGRAM
(Two-Year Institutions)

TABLE II-10

N = 25

CHANGE IN FUNDING FROM PRIVATE SOURCES

	1*	2	3	4	Total %
Under Three Years	12	0	33	55	100
Over Three Years	37	0	50	13	100
All	28	0	44	28	100

CHANGE IN FUNDING FROM OTHER FEDERAL GRANT PROGRAMS

	1	2	3	4	Total %
Under Three Years	22	0	44	34	100
Over Three Years	25	0	44	31	100
All	24	0	44	32	100

ANTICIPATED CHANGE IN FUNDING IN THE FUTURE FROM PRIVATE AND PUBLIC SOURCES

	1	2	3	4	Total %
Under Three Years	78	0	11	11	100
Over Three Years	62	0	19	19	100
All	68	0	16	16	100

*1 = Increase
2 = Decrease
3 = Remain Constant
4 = No Evidence

AIDP IMPACT ON FUNDING BY YEARS IN PROGRAM
(Two-Year Institutions)

TABLE II-10 (Continued)

N = 25

NUMBER OF PROPOSALS BEING SUBMITTED

	1*	2	3	4	Total %
Under Three Years	22	0	66	12	100
Over Three Years	66	0	20	14	100
All	44	0	43	13	100

AMOUNTS OF FUNDS ACQUIRED

	1	2	3	4	Total %
Under Three Years	22	0	67	11	100
Over Three Years	58	0	23	19	100
All	40	0	45	15	100

VARIETY OF DIFFERENT FUNDING SOURCES SOUGHT
(e.g., Range of Agencies/Foundations, etc. to which Proposals are Sent.)

	1	2	3	4	Total %
Under Three Years	33	0	56	11	100
Over Three Years	72	0	17	11	100
All	52.5	0	36.5	11	100

*1 = Increase
2 = Decrease
3 = Remain Constant
4 = No Evidence

AIDP IMPACT ON FUNDING BY SIZE OF INSTITUTION*
(Two-Year Institutions)

TABLE II-11

N = 25

CHANGE IN FUNDING FROM PRIVATE SOURCES

	1*	2	3	4	Total %
Small	31	0	39	30	100
Large	25	0	50	25	100
All	28	0	44	28	100

CHANGE IN FUNDING FROM OTHER FEDERAL GRANT PROGRAMS

	1	2	3	4	Total %
Small	15	0	46	39	100
Large	33	0	42	25	100
All	24	0	44	32	100

ANTICIPATED CHANGE IN FUNDING IN THE FUTURE FROM PRIVATE AND PUBLIC SOURCES

	1	2	3	4	Total %
Small	61	0	23	16	100
Large	75	0	8	17	100
All	68	0	16	16	100

*Small Institution = 0 - 3,500 Student Head Count
Large Institution = 6,000 and above Student Head Count

**1 = Increase
2 = Decrease
3 = Remain Constant
4 = No Evidence

AIDP IMPACT ON FUNDING BY SIZE OF INSTITUTION*
(Two-Year Institutions)

TABLE II-11 (Continued)

N = 25

NUMBER OF PROPOSALS BEING SUBMITTED

	1**	2	3	4	Total %
Small	62	0	38	0	100
Large	44	0	33	23	100
All	44	0	43	13	100

AMOUNT OF FUNDS ACQUIRED

	1	2	3	4	Total %
Small	38	0	55	7	100
Large	50	0	25	25	100
All	40	0	45	15	100

VARIETY OF DIFFERENT FUNDING SOURCES SOUGHT
(e.g., Range of Agencies/Foundations, etc. to which Proposals are Sent.)

	1	2	3	4	Total %
Small	92	0	8	0	100
Large	38	0	38	24	100
All	52.5	0	36.5	11	100

*Small Institution = 0 - 3,500 Student Head Count
Large Institution = 6,000 and above Student Head Count

**1 = Increase
2 = Decrease
3 = Remain Constant
4 = No Evidence

ASSESSMENT OF FUND REPLACEMENT PROBABILITIES
BY YEARS IN AID PROGRAM
(Two-Year Institutions)

TABLE II-12

N = 25

ENDOWMENT INCOME

	1*	2	3	4	5	6	7	Total %
Under Three Years	0	0	22	22	22	34	0	100
Over Three Years	6	0	31	19	25	19	0	100
All	4	0	28	20	24	24	0	100

TUITION AND FEES

	1	2	3	4	5	6	7	Total %
Under Three Years	11	33	0	11	11	33.5	0	100
Over Three Years	0	19	38	31	6	6	0	100
All	4	24	24	24	8	16	0	100

GIFTS AND CONTRIBUTIONS

	1	2	3	4	5	6	7	Total %
Under Three Years	0	11	67	0	11	11	0	100
Over Three Years	0	24	50	13	0	13	0	100
All	0	20	56	8	4	12	0	100

*1 = Excellent
2 = Substantial
3 = Moderate
4 = Unlikely
5 = Not Applicable
6 = Can't Assess at This Time
7 = Other

– Continued –

ASSESSMENT OF FUND REPLACEMENT PROBABILITIES BY YEARS IN AID PROGRAM

(Two-Year Institutions)

TABLE II-12 (Continued)

N = 25

FEDERAL SUPPORT

	1	2	3	4	5	6	7	Total %
Under Three Years	0	33	22	12	0	33	0	100
Over Three Years	13	31	31	0	0	25	0	100
All	8	32	28	4	0	28	0	100

STATE SUPPORT

	1	2	3	4	5	6	7	Total %
Under Three Years	22	22	34	0	0	22	0	100
Over Three Years	0	37	19	25	6	13	0	100
All	8	32	24	16	4	16	0	100

PRIVATE SUPPORT

	1	2	3	4	5	6	7	Total %
Under Three Years	0	0	66	0	0	34	0	100
Over Three Years	0	25	43	13	0	19	0	100
All	0	16	52	8	0	24		100

D. FUND-RAISING EFFORTS
(Four-Year Institutions)

Part 3 of the Planning Team Report asked institutions to report the changes that have occurred in fund-raising efforts as a result of the AIDP grant. Results were tabulated for all four-year institutions; for institutions in the program for two years (1976 grantees); for those in the program at least four years (1973 grantees); and for the third of the institutions having the largest enrollment and the third of institutions with the smallest enrollment. The categories of Increase, Decrease, Remain Constant, and No Evidence were used to express change. Seventy four-year institutions responded to this section of the questionnaire.

FINDINGS

1. ***The AIDP grant and its relevant activities have generally enhanced the institution's image and its ability to attract funding.***

Eighty-nine percent of all four-year institutions anticipated an increase in funding in the future from private and public sources as a result of the AID Program. More recent (1976) grantees were unanimous in this anticipation, while 78 percent of earlier (1973) grantees reported an anticipated increase. The size of the institution was not a factor. It is significant that these estimates of increases for the future were made while actual increases experienced to date have been much less widespread (36-39 percent). Decreases in funding to date have been confined to a few smaller institutions, all of which, however, anticipated future increases. *Tables II-13, II-14*, and *II-15*.

2. ***Additional external funding for various improvement programs in the future is expected to result more from private sources and gifts than from other sources.***

Institutions were also asked to rate anticipated changes in sources of external support. In general, four-year institutions expected increases in all sources of funds: Federal, state, private, gifts and contributions, tuitions and fees, and endowment income. Private sources (93 percent) and gifts and other contributions (93 percent) proved to be the sources of support from which all four-year institutions anticipate the greatest results. All eighteen 1976 institutions (100 percent) anticipated increases in funding from private sources and gifts and other contributions. Tuition and endowment income were held to be more promising for future improvement programs than Federal and state funds. *Tables II-16, II-17*, and *II-18*.

3. ***A more active and successful search for funds has resulted from management improvements and successful experiences gained from AIDP activities.***

Eighty percent of all institutions reported that the number of proposals submitted had increased. Seventy-two percent reported increases in the amount of funds acquired; and 79 percent reported increases in the variety of funding sources sought. In only one case was a decrease reported in proposals submitted. ***Table II-19.***

Institutions in the program for four years and over reported more incidences of positive AIDP impact than did the institutions in the program for two years. Colleges and universities with the largest enrollments consistently reported slightly more increases in the number of proposals submitted (85 percent), amount of funds acquired (73 percent), and a variety of funding sources sought (85 percent) than did schools with the smaller enrollments.

4. Gifts and grants during the fiscal year just completed that could be attributed directly or indirectly to an institution's involvement in AIDP were in significant amounts for those reporting.

Twenty-six schools responded to this question and reported a mean of $267,268. Only two of the twenty-one 1976 institutions reported that any funds were acquired as a result of AIDP. However, ten of the 26 institutions in the program for four years responded to the question and reported that they had raised an average of $450,800 per institution. Thus, the length of AIDP participation appears to directly affect the amount of funds raised.

Eleven of the 31 larger institutions reported raising a mean of $349,273 as a direct or indirect consequence of AIDP. Seven of the 31 smaller institutions reported raising a mean of $269,186.

5. A current assessment of fund replacement sources by institutions places the greatest expectations on private support and gifts.

Institutions were asked to assess current fund replacement probabilities in the areas of endowment income, tuition and fees, gifts and contributions, and Federal, state, and private support. ***Table II-20.***

Responses clustered in the moderate category for all areas. However, from 26 to 46 percent rated the probability of success as excellent to substantial in five of the six categories. State support was the exception; in fact, 21 percent of the institutions rated their fund replacement probability from this source as unlikely. Gifts and contributions and private support were perceived as having the greatest fund replacement probabilities.

Larger institutions considered public support more likely than did smaller institutions, and were also a bit more hesitant to look to tuition and fees than the smaller institutions. In part, this is explained by the fact that smaller institutions are mostly private (97 percent) and generally are more heavily dependent on private sources. The larger ones tend to be public (75 percent) institutions.

CONCLUSIONS

- The AIDP grant and its relevant activities have had a significant impact on the ability of the institutions to seek and acquire additional funding.
- The larger, public institutions started from a different base or level of fund-raising capacity than did the smaller, private institutions which may have traditionally sustained a more active fund-raising effort.
- Fund-raising efforts take time to mature and show results. The institutions give evidence of this in current experience and in their expectations for the future.
- For future institutional improvement programs, expressions of expectations place greater importance on private sources and gifts than on additional Federal support.
- Commitment to continue to seek support for various improvement programs has been strongly expressed. More reliance is placed on resources under their control, such as tuition and endowment income, than on more problematical Federal and state resources.
- Where a direct or indirect relationship can be established, institutions have found their AID Program has encouraged substantial gifts and grants annually.
- Increases in support should continue on an annual basis with resultant substantial long range effects.

SELECTED INSTITUTIONAL OBSERVATIONS

Institutions were invited to provide additional information concerning the particular consequences that the institution had experienced in the area of fund raising as a result of AIDP. Selected institutional responses follow:

- We derived some public relations benefit. In a few cases we had to do a lot of explaining to private donors, but they were persuaded that the grant did not mean all of our problems were solved. It is possible that the AIDP grant did have a positive effect on our capital fund efforts. Essentially, it gave assurance that the college is well regarded and has a future. This should be a positive influence on both capital and current fund raising.
- There seems to be a pattern of increased giving from the alumni and private gifts. We are certain that the fund replacement strategies we have effected because of our AIDP grant have had a tremendous impact on our fund-raising efforts. The training the development staff received has begun to pay off in the response from private foundations and corporations to our request to submit proposals to them.

- Old and new private donors (including alumni) have interpreted the AIDP grant as an acknowledgement of the accomplishments of the school during very difficult years for private higher education in our state, and as an indication of the Federal Government's confidence that the institution merits investment.

- The major contribution of the AIDP grant has been to provide initial support and to strengthen programs to the point where they could attract funds from private foundations.

  Another beneficial outcome of AIDP has been to make the university more fund-replacement conscious. Administration and faculty are now "geared up" to acquire funds from all sources.

- AIDP enabled the university to make a convincing argument to the state Department of Education, the governor and the legislature, that with the use of Federal funds supplemented by a line item state appropriation, the institution could make significant progress towards achieving parity with the three other state-related universities.

- Many old donors increased the amount of their giving in response to literature designed to attract matching monies and paid for with AIDP funds. There was also a great upsurge in first-time gifts, particularly from young alumnae. Parents' gifts increased moderately.

  Most significant in our fund-raising efforts was the sizeable increase in those showing interest in putting the college in wills. This interest followed the initial mailing of our Estate Planning series.

- The overriding factors are the intangibles of desire and confidence. Faculty members, encouraged by their own success or emboldened by the success of their colleagues, have come to accept the seeking of extramural funding as a normal way of operating. Administrators, becoming more secure in feeling that they are able to manage the change engendered by the new faculty activity, encourage and assist the faculty members to develop proposals.

  To these intangibles are added the observable qualities of measurable increase in skill in writing proposals and an easily accessible data base. It is simply easier, as a result of AIDP, to develop proposals.

- The fund-raising activities in the last two years have identified 800 new donors. The Development Office estimates 50 percent of these new donors were influenced by the description of AIDP activities. The increase in number of donors makes the fund replacement strategies that relies on gift income more secure.

- As a result of staff training made possible by AIDP funding, our gifts from foundations went from $214,319 in 1976 to $383,058 in 1977.

We are giving more emphasis to cultivating gifts from individuals — as a result of AIDP-funded staff training. Our gifts from individuals went from $297,419 in 1976 to $484,818 in 1977.

- Many major potential donors are very concerned about the viability of schools like this university, and do not want to invest their gift dollars in an institution that will not be operating in the next decade. We believe that the real academic contributions made by the AIDP grant will, in fact, make a significant difference in the university's future development. Donors are only interested in institutions that are moving forward and changing to meet new challenges.

FUND-RAISING EFFORTS
ANTICIPATED ADDITIONAL EXTERNAL FUNDING
(Four-Year Institutions)

TABLE II-13

SOURCE OF SUPPORT	ALL FOUR-YEAR INSTITUTIONS Anticipated Change							
	Increase		Decrease		Remain Constant		No Evidence	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Federal	54	78	5	7	9	13	1	2
State	43	65	1	2	13	20	9	14
Private Sources	62	93	0	0	3	4	2	3
Gifts and Other Contributions	63	93	0	0	3	4	2	3
Tuition and Fees	56	82	0	0	10	15	2	3
Endowment Income	51	80	0	0	4	6	9	14

ANTICIPATED ADDITIONAL EXTERNAL FUNDING INSTITUTIONS BY YEARS IN THE PROGRAM
(Four-Year Institutions)

TABLE II-14

SOURCE OF SUPPORT	INSTITUTIONS IN PROGRAM FOR TWO YEARS								INSTITUTIONS IN PROGRAMS FOR FOUR YEARS							
	Increase		Decrease		Remain Constant		No Evidence		Increase		Decrease		Remain Constant		No Evidence	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Federal	16	89	2	11	0	0	0	0	17	77	0	0	4	18	1	5
State	11	65	0	0	4	24	2	12	13	62	0	0	4	19	4	19
Private Sources	18	100	0	0	0	0	0	0	20	95	0	0	1	5	0	0
Gifts and Other Contributions	18	100	0	0	0	0	0	0	20	91	0	0	2	9	0	0
Tuition and Fees	16	89	0	0	2	11	0	0	18	82	0	0	4	18	0	0
Endowment Income	16	89	0	0	0	0	2	11	16	80	0	0	2	10	2	10

ANTICIPATED ADDITIONAL EXTERNAL FUNDING
INSTITUTIONS BY SIZE
(Four Year Institutions)

TABLE II-15

SOURCE OF SUPPORT	LOWER ONE-THIRD ENROLLMENT								UPPER ONE-THIRD ENROLLMENT							
	Increase		Decrease		Remain Constant		No Evidence		Increase		Decrease		Remain Constant		No Evidence	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Federal	14	64	4	18	4	18	0	0	19	79	1	4	3	13	1	4
State	13	62	0	0	4	19	4	19	15	63	0	0	8	33	1	4
Private Sources	19	86	0	0	2	9	1	5	23	96	0	0	0	0	1	4
Gifts and Other Contributions	21	96	0	0	0	0	1	4	21	88	0	0	2	8	1	4
Tuition and Fees	20	91	0	0	2	9	0	0	17	71	0	0	5	21	2	8
Endowment Income	18	86	0	0	3	14	0	0	15	71	0	0	1	5	5	24

ANTICIPATED ADDITIONAL EXTERNAL FUNDING IN SUPPORT OF VARIOUS IMPROVEMENT PROGRAMS
FUNDING FROM PRIVATE SOURCES
(Four-Year Institutions)

TABLE II-16

CATEGORY	YEARS IN PROGRAM				ENROLLMENT				ALL FOUR-YEAR INSTITUTIONS
	Two Years		Four Years		Lower One-Third		Upper One-Third		
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Percent
Increase	6	35	8	35	10	46	6	24	39%
Decrease	1	6	0	0	2	9	0	0	3%
Remain Constant	3	18	12	52	5	23	10	40	34%
No Evidence	7	41	3	13	5	23	9	36	24%
N =	17		23		22		25		70

ANTICIPATED ADDITIONAL EXTERNAL FUNDING IN SUPPORT OF VARIOUS IMPROVEMENT PROGRAMS FUNDING FROM OTHER FEDERAL GRANT PROGRAMS

(Four-Year Institutions)

TABLE II-17

CATEGORY	YEARS IN PROGRAM				ENROLLMENT				ALL FOUR-YEAR INSTITUTIONS
	Two Years		Four Years		Lower One-Third		Upper One-Third		
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Percent
Increase	8	47	6	26	8	36	10	40	36%
Decrease	0	0	3	13	5	23	0	0	9%
Remain Constant	1	6	10	43	3	14	10	40	30%
No Evidence	8	47	4	17	6	27	5	20	26%
N =	17		23		22		25		70

ANTICIPATED ADDITIONAL EXTERNAL FUNDING IN SUPPORT OF VARIOUS IMPROVEMENT PROGRAMS FUTURE FUNDING FROM PRIVATE AND PUBLIC SOURCES

(Four-Year Institutions)

TABLE II-18

CATEGORY	YEARS IN PROGRAM				ENROLLMENT				ALL FOUR-YEAR INSTITUTIONS
	Two Years		Four Years		Lower One-Third		Upper One-Third		
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Percent
Increase	18	100	18	78	21	96	24	96	89%
Decrease	0	0	0	0	0	0	0	0	0
Remain Constant	0	0	2	9	0	0	1	4	4%
No Evidence	0	0	3	13	1	4	0	0	7%
N =	18		23		22		25		70

IMPACT OF MANAGEMENT IMPROVEMENTS AND SUCCESSFUL EXPERIENCES GAINED FROM AIDP ACTIVITIES
(Four-Year Institutions)
TABLE II-19

AREA	ALL FOUR-YEAR INSTITUTIONS									
	Increase		Decrease		Remain Constant		No Evidence		Total	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Number of Proposals Submitted	56	80%	1	1%	11	16%	2	3%	70	100%
Amount of Funds Acquired	52	72	–	–	17	24	3	4	72	100
Variety of Funding Sources Sought	56	79	–	–	11	15	4	6	71	100

AREA	INSTITUTIONS IN PROGRAM FOR TWO YEARS								INSTITUTIONS IN PROGRAM FOR FOUR OR MORE YEARS							
	Increase		Decrease		Remain Constant		No Evidence		Increase		Decrease		Remain Constant		No Evidence	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Number of Proposals Submitted	14	74%	–	–	4	21%	1	5%	21	91%	–	–	2	9%	–	–
Amount of Funds Acquired	13	68	–	–	4	21	2	11	17	74	–	–	6	26	–	–
Variety of Funding Sources Sought	13	68	–	–	4	21	2	11	20	91	–	–	2	9	–	–

AREA	ENROLLMENT – UPPER ONE-THIRD								ENROLLMENT – LOWER ONE-THIRD							
	Increase		Decrease		Remain Constant		No Evidence		Increase		Decrease		Remain Constant		No Evidence	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Number of Proposals Submitted	22	85%	–	–	4	15%	–	–	20	77%	–	–	5	19%	1	4%
Amount of Funds Acquired	19	73	–	–	6	23	1	4%	16	67	–	–	7	29	1	4
Variety of Funding Sources Sought	22	85	–	–	3	11	1	4	21	84	–	–	3	12	1	4

FUND REPLACEMENT PROSPECTS BY SOURCE

(Four-Year Institutions)

TABLE II-20 Page 1 of 3

TOTAL – ALL FOUR-YEAR INSTITUTIONS

What is your current assessment of fund replacement probabilities in each of the following areas?	Excellent (Percent)	Substantial (Percent)	Moderate (Percent)	Unlikely (Percent)	Not Applicable (Percent)	Cannot Assess At This Time (Percent)	Other (Percent)	Number of Schools Responding
Endowment Income	11%	15%	39%	17%	1%	14%	1%	71
Tuition and Fees	7	21	50	14	7	1	–	72
Gifts and Contributions	8	38	41	7	1	4	–	71
Federal Support	3	30	52	3	1	11	–	71
State Support	7	14	41	21	7	9	–	70
Private Support	6	34	52	3	–	6	–	71

FUND REPLACEMENT PROSPECTS BY SOURCE

(Four-Year Institutions)

TABLE II-20 Page 2 of 3

INSTITUTIONS IN THE PROGRAM FOR TWO YEARS

What is your current assessment of fund replacement probabilities in each of the following areas?	Excellent (Percent)	Substantial (Percent)	Moderate (Percent)	Unlikely (Percent)	Not Applicable (Percent)	Cannot Assess At This Time (Percent)	Other (Percent)	Number of Schools Responding
Endowment Income	17%	11%	39%	6%	–	28%	–	18
Tuition and Fees	6	29	47	18	–	–	–	17
Gifts and Contributions	16	32	42	5	–	5	–	19
Federal Support	–	28	56	–	–	17	–	18
State Support	6	12	65	18	–	–	–	17
Private Support	17	33	44	–	–	6	–	18

INSTITUTIONS IN THE PROGRAM FOR FOUR YEARS

What is your current assessment of fund replacement probabilities in each of the following areas?	Excellent (Percent)	Substantial (Percent)	Moderate (Percent)	Unlikely (Percent)	Not Applicable (Percent)	Cannot Assess At This Time (Percent)	Other (Percent)	Number of Schools Responding
Endowment Income	4%	20%	44%	16%	4%	12%	–	25
Tuition and Fees	8	23	50	12	8	–	–	26
Gifts and Contributions	8	38	54	4	–	–	–	24
Federal Support	4	38	54	4	–	–	–	25
State Support	8	13	38	21	17	4	–	24
Private Support	4	42	54	–	–	–	–	24

FUND REPLACEMENT PROSPECTS BY SOURCE

(Four-Year Institutions)

TABLE II-20 Page 3 of 3

ENROLLMENT – UPPER ONE-THIRD

What is your current assessment of fund replacement probabilities in each of the following areas?	Excellent (Percent)	Substantial (Percent)	Moderate (Percent)	Unlikely (Percent)	Not Applicable (Percent)	Cannot Assess At This Time (Percent)	Other (Percent)	Number of Schools Responding
Endowment Income	4%	13%	42%	21%	4%	17%	–	24
Tuition and Fees	–	16	48	20	12	4	–	25
Gifts and Contributions	12	24	44	16	4	–	–	25
Federal Support	–	36	52	4	–	8	–	25
State Support	12	16	56	8	4	4	–	25
Private Support	8	20	64	4	–	4	–	25

ENROLLMENT – LOWER ONE-THIRD

What is your current assessment of fund replacement probabilities in each of the following areas?	Excellent (Percent)	Substantial (Percent)	Moderate (Percent)	Unlikely (Percent)	Not Applicable (Percent)	Cannot Assess At This Time (Percent)	Other (Percent)	Number of Schools Responding
Endowment Income	9%	23%	36%	18%	–	9%	5%	22
Tuition and Fees	9	32	45	9	–	–	–	22
Gifts and Contributions	5	50	40	–	–	5	–	22
Federal Support	5	14	59	–	5	18	–	22
State Support	5	5	45	27	–	–	–	22
Private Support	5	50	41	–	–	4	–	22

E. UPPER-LEVEL MANAGEMENT

This section of the Planning Team Report was designed to discern important changes that have occurred in the way upper-level management goes about its work. Of particular interest were changes that have occurred as a result of AIDP participation in the informal lines of communication, relationships among staff members, and clarification of responsibilities and levels of authority. Relationships between individual campus groups, faculty and administrators, and among administrative levels were to be highlighted. The identification and articulation of these changes required in-depth analysis by the members of the institutional planning team.

METHOD OF ANALYSIS

Categories were developed for the responses to this open-ended section by scanning the responses of each institution, abstracting each concept referring to a specified change, and integrating these ideas into a list of statements (categories), each of which described a set of related changes. As each response was analyzed and grouped into categories, the list of categories was revised by combining highly overlapping ones, eliminating irrelevant ones, and sharpening the remaining ones to form a final list of seven categories (statements). Frequency distributions were prepared for each category, including number and percent of institutions listing changes within each category. After the analysis was completed, the tabulations were repeated and were found similar to the first tabulations for over 90 percent of the cases for both the two-year consortium and the four-year consortium.

E. UPPER-LEVEL MANAGEMENT
(Two-Year Institutions)

FINDINGS

Upper-level management at the 28 responding institutions benefitted in several ways through AIDP participation. The principle changes affected by AIDP fell into seven major categories, with most schools listing an average of three categories of change. The individual categories are listed below with the percentage of responses relating to each specific change in parenthesis.

- Increased efficiency and effectiveness in planning, management, problem solving, and evaluation activities (64 percent).
- Broader representation of institutional personnel in decision making (60 percent).
- More purposeful, productive, and regular meetings (50 percent).
- Increased recognition among administrators, faculty, and staff of the need to establish an institution-wide PME system (46 percent).
- Increased and more effective communication among administrators, faculty, and staff (36 percent).
- Clearer understanding among administrators, faculty, and staff of their respective responsibilities (36 percent).
- More authority delegated to top-level administrators/managers (18 percent).

EFFICIENCY AND EFFECTIVENESS IN PME

Increased effectiveness in the planning, management, and evaluation area as a result of AIDP participation was the most pervasive change observed by the institutions. More specifically, the colleges noted improvements in formulating objectives for planning, in needs assessment, in the use of MBO, MIS, and TIS, and in evaluation capabilities.

Selected Institutional Observations

- PME implementation has caused a mini-revolution in the way managers perform their duties. The structure and the process of PME have been completely reorganized. As a result, the institution has developed a realistic mission statement, goals and objectives, job descriptions and other organizational structures, a planning and research capability, team problem solving, greater management knowledge, more systematic management methods, and clearer definition and delineation of responsibilities.

- Annual objectives, adopted by the Board of Directors approximately five to six months prior to the beginning of a new fiscal period, are translated to specific objectives and are assigned to responsible administrative units by the college Executive Council. These objectives then form the basis for planning and the direction for operations and activities.
- As a direct result of participation in the AIDP, the Community College has undergone a complete Administrative Organization Analysis. This analysis has as its primary objective to review all aspects of the day-to-day operations of the Community college, define the existing methods of administration, communication channels, formal and informal chain of command, as well as faculty utilization. All aspects of the analysis have as criteria the plans of the next five years now being developed.
- Planning has increased significantly, rather than responding to crises.
- An analysis of the information flow system is being conducted as a part of the AIDP effort. All organizational units that initiate, store, and/or utilize operational information have been interviewed, and the nature and use of the data determined. This effort is being used as a means to more efficient and effective use of the computer.
- The External Evaluation of AIDP and other categorically funded programs has resulted in an expanded consciousness by managers of goal setting, the proper formulation of objectives, and the compliance with evaluation measures.
- Institutional Research Reports have become part of the college's planning processes. The Student Characteristics Study has been incorporated in the College Accreditation Report. The Student Basic Skills Study has provided a rationale for the President's Task Force on Student Skills. The Institutional Research Office funded by AIDP is providing information for decision making and college planning.
- There have been improvements in the functioning of the business office as a result of the need to manage AIDP funds in an effective manner.
- The development of our transactional information system has greatly increased the efficiency of our planning.

BROADER REPRESENTATION IN DECISION MAKING

Colleges report that the decision-making process now includes a wider range of administrators, faculty, and staff. This increased involvement offers a more comprehensive and diverse input into the decisions, and improves the lines of communication and commitment of participants regarding policies and procedures. New leadership emerges, especially among faculty, and a more democratic structure evolves.

Selected Institutional Observations

- The most significant changes that have taken place in the way that upper-level management goes about its work as a result of the college's participation in AIDP are that decisions are now based on input from many more people and administrators have more confidence in dealing with the dynamics of organizational change.

- As a direct result of AIDP, more staff are involved in decisions through our management advisory committee and our educational development committee.

- In the area of academics and the planning process, the AIDP funding has promoted more participation by division chairmen. The division chairpersons are now actively involved within the scheduling, program planning, and budgeting of their own department. As a consequence of this change all faculty members are involved in the "administration side" of academia. This process has produced more of a brainstorming effort and has led to some very interesting proposal ideas.

- More staff time is involved in the decision-making process as a result of AIDP activities and more long-range planning has occurred. Attempts to develop fund replacement options for all the AIDP-supported positions necessitates not only long-range planning and forecasts but an integrated comprehensive look at state and Federal budget allocations. Consequently, a greater number of staff members have been involved in the discussion/input process, if not the actual decision-making process itself.

- It appears there are less "kingdoms." All segments must work together toward a common goal if the program proposed by the institution is to be successful. AIDP funds have been the catalytic agent that brought all departments together and made everyone more cognizant of the importance of developing good management skills.

- Faculty members individually and in groups are engaging themselves noticeably more in planning and organizing their participation in governance. Hence it is more useful and more effective input.

- For the first time in the history of the community college, a "participatory" planning process has been implemented. Twenty-five faculty, administrative, and staff members attended a retreat to develop the basis for a new Five-year Plan for the Community College. Through group interaction at the work session the needs, goals, and objectives of the institution were analyzed. The total staff now is more familiar with the total resources of the groups as a whole.

MEETINGS

While many colleges admitted, and often lamented, the need for more meetings to coordinate the numerous AIDP projects, they observed that the meetings are more organized, productive, and democratic. Many of the AIDP-sponsored meetings have served as catalysts for improving coordination of staff activities external to the program.

Selected Institutional Observations

- More meetings are held, but in return more productive outcomes are being recorded. Attitudes about meetings are more positive now that objective-based planning has been implemented.

- Meeting time has increased somewhat, which is a disadvantage in some ways, but the time is more productively used and the meetings tend to be better prepared for.

- With regularly scheduled meetings between the AIDP Coordinator, the college president, the administration, staff, and faculty chairpersons, there has been more joint decision making relative to the role of each person in the college organization.

- Generally, it appears meetings are fewer in number and are more significant activities.

- Meetings are carried out in a more professional manner and institutional governance is more democratic at all levels.

NEED FOR PME SYSTEM

Administrators, faculty, and staff at the AIDP institutions have recognized the advantages of a comprehensive PME system, citing improvements in all areas of administration resulting from PME, MBO, and other "systems" types of management. The benefits accrued range from improvements in organizational structure to more efficient record-keeping methods.

The increased awareness of the importance of a PME system results in a positive attitude toward innovations, administrative style, and structure.

Selected Institutional Observations

- The main changes which have taken place are an increased awareness of the importance of management skills and an increased awareness of the need for an effective management information system

- Upper-level management has developed a more business-like and more positive approach to its short-range and long-range goals and objectives. They are working towards full use of an MBO system for our institution and its special needs. A PME system is being developed and when completed will certainly assist management in its short-term and long-term decisions.

- AIDP has taught us the importance of keeping concise rather than bulky records. We have learned the importance of organizational structure and chain of command. We have also discovered the importance of setting goals and objectives that we can live with, and not setting unattainable ones just because they look good on paper.
- Goals, objectives, and performance measures have become elements of principal administrative discussions. The formulation of a program structure and of program descriptions, goals, and objectives has intensified the awareness of these elements of a management system.
- The PME system being implemented had the President directing his administrative staff to work together in recommending an institutional plan of action. The benefits indicate that the process, though new, will continue as an institutional management style.
- Increased awareness of the value of a comprehensive "system" design that interrelates units and functions of the college.
- The greatest changes of upper-level management at the college has been the ever-increasing awareness of the various elements of planning, management, and evaluation and the desire to integrate those elements into a coordinative system. Staff members are more concerned with planning and evaluation data and analysis and how this data and analysis fits into the management systems of the various programs.

COMMUNICATION

Increased and more effective communication between various groups within the colleges has resulted from AIDP participation. The improvement in communication, while listed by the schools as a category in itself, is closely related to other effects, such as improved meetings, broader representation in decision making, and increased delegation of authority.

More specific examples of communication improvement include increased cooperation between administrators, attempts to communicate with all personnel divisions, and scheduling additional meetings and conferences on off-campus sites.

Selected Institutional Observations

- There has been increased awareness of the need for constant and broad communication among staff in all areas of the college. Lines of communication have been opened up, new configurations of task forces have emerged, and more staff time is spent in the decision-making process.

- There is an increase in cooperative planning and implementation between administrators in the academic and student service areas.
- Weekly scheduled meetings of the directors of the major university areas and deans with the President have resulted in operational communication. Other administrative personnel are to be included in the above meetings on a designated, regular basis in the coming year.
- Attempts have been made to facilitate the new administrative structure by having off-campus administrative retreats/conferences.

ROLES AND RESPONSIBILITIES

A clearer understanding of individual roles and responsibilities within the college was noted by the AIDP schools. They reported that lines of responsibility and authority have been more sharply delineated, that relationships between divisional and operational units of the schools have been clarified, and that job descriptions and objectives have been refined.

This clarification of role responsibility consequently contributes to more effective management.

Selected Institutional Observations

- Job descriptions and objectives are the order of the day. This procedure aids coworkers in determining what is going on in other segments of the institution. Levels of authority and responsibility have hopefully been better delineated.
- This year the college has continued to resolve relationships between the district office and operating units. Progress has been made in defining which functions are to be performed at the district level and which ones at the college level.
- Employee position descriptions are being prepared, and when completed will be the first comprehensive set of these descriptions that have been implemented. The descriptions are using information from a detailed survey of administrative staff activities.
- Better understanding of responsibilities related to the several functional areas resulting in smoother working relationships.
- Authority of administrators has been redefined and appears to be much better understood. Job descriptions are reviewed on an annual basis and assignments and responsibilities have a greater acceptance than ever before.

- The institutional organization chart has been revised as a consequence of the management study. This reorganization profoundly affects the reporting arrangement of managers, their formal relationships to one another, and informal lines of communication.

DELEGATION OF AUTHORITY

Increased delegation of authority to top-level administrators/managers has involved more personnel in administrative decisions, and has freed other administrators to concentrate on other areas, such as fund raising, development, and institutional policy and planning.

This dispersion of authority has uncovered professional skills of previously untapped personnel and allows for more democratic decision making, drawing input from additional resources within the college.

Selected Institutional Observations

- Unexpected strengths have been uncovered within the faculty and staff through some of the AIDP appointments. For example, the institutional research reports are written by a director selected from the college staff, the director of the AIDP women's center had been a part-time English instructor, and the director of the AIDP project new directions in counseling is a member of the regular counseling staff.
- In the area of development, AIDP has freed office time to look in the direction of private sector funds. The development office is now looking at the areas of corporate funds and endowment gifts.
- A great deal of talent has been discovered among college staff members in areas outside their "jobs," and this is being utilized.
- Key managers within AIDP have been aided with assistance of special assistants. These special assistants primarily assist in planning and managing; assist in day-to-day office work load, and free key managers to plan, manage, and evaluate the institution.
- Top management is better able to delegate "mechanical" functions and invest time in leadership roles.
- It is felt that most staff members have learned the importance of having some management skills, and not leaving this component strictly to administrators.
- Top administrators devote more time to issues of institutional policy as opposed to day-to-day operations.

CONCLUSIONS

AIDP-funded activity has facilitated the transfer of management techniques and skills to academic administration. The several categories of responses suggest the wide range of AIDP impact on administration/management areas of the colleges.

The effects of AIDP participation on management as noted here correlate to the responses given in the section on indirect impact in Part II in which administrative style and technique was the area cited by the schools as the one most affected by AIDP.

E. UPPER-LEVEL MANAGEMENT
(Four-Year Institutions)

FINDINGS

The analysis of the Planning Team Report, Part IV, is based on the responses of 67 institutions. Sixty-five of these were 1973, 1974, 1975 and 1976 grantees or 87 percent of the total number of grantee institutions. Submission of the report was optional for the 20 1977 grantees. Two did submit reports and are included in the analysis; however, the results are almost entirely a reflection of the grantee institutions prior to 1977. The analysis proceeded as follows:

1. The major idea in each report pertaining to AIDP related changes in upper-level management was identified, coded for the institution's name and year of entry, and separated from the report.

2. The ideas were classified in terms of content yielding five groups. A second refinement produced seven groups relatively homogeneous in content and one miscellaneous category.

3. Common features of the ideas were abstracted and organized into a general descriptive statement of the group content. Categories were later reviewed to further determine the appropriateness of the classification, and changes were made in a few instances.

4. The number of institutions in a category was expressed as a percentage of all institutions submitting the report. The number of 1973 and 1974 institutions in a category was expressed as a percentage of those institutions submitting the report; the number of 1975, 1976, and 1977 institutions in each category was expressed similarly.

5. The number of categories in which an institution's responses appeared was counted and the sum of all institutions with a given total was expressed as a percentage of all institutions. The sums of the 1973-1974 institutions and the 1975-1976-1977 institutions were expressed similarly.

The results of the analysis are summarized in ***Table 11-21*** below to show the percentage of the four-year institutions that reported important changes in the way upper-level management goes about its work as a result of AIDP.

In six of the seven categories 30 to 41 percent of all institutions are represented. More than half or 57 percent reported implementing improved planning, management, and evaluation procedures. Approximately three-fourths of the 1973 and 1974 grantees are in this category. As might be expected, 1975, 1976, and 1977 institutions are not as fully represented, with only 38 percent implementing PME plans. Correspondingly, 38 percent of these institutions reported that administrators, faculty, and staff are communicating an increased recognition of the need to establish an institution-wide PME. Only 25 percent of the *older* institutions appear not to have advanced beyond this stage of PME development. The largest difference between the *older* and *newer* institutions is with respect to implementation of planning, management, and evaluation.

A greater percentage of 1975-1976-1977 than 1973-1974 institutions—44 and 37 percent, respectively—reported that clearer understanding prevails as a result of clarification of roles, structures, policies, and procedures. The fact that these endeavors are among the first steps in establishing a PME system probably accounts for fewer *older* institutions reporting this change.

More detailed information about the kinds of upper-level management changes reported appears in the sections which follow and corresponds to the categories of change found in Table II-21. Selected institutional responses are included. The number in parentheses at the end of each statement designates the year that the institution entered the AID Program.

1. INCREASED EFFECTIVENESS AND EFFICIENCY

- *With the creation of a weekly meeting of the Executive Staff, team management involving decision making based upon consensus has been emphasized with a resulting greater coherency in the application of policies, the determination of objectives, and the coordination of strategy implementation. (73)*
- *The Institution is implementing the third cycle of its very effective and successful long-range planning process. All constituencies work "in phase" in formulating program plans (five-year projections). Activities interface at various intervals resulting in cross-fertilization of ideas and the enhancement of communication. There is a greater merging of diverse talents and abilities toward the solution of problems. (73)*
- *It is clear that we do not yet operate on the level of efficiency that we would like. But it is equally clear that a planning and efficiency ethic has begun to take hold on the campus. Our planning and decision-making processes are increasingly deliberate and coordinated. It is fair to say that we are on the way to becoming a more efficiently run institution, and no small part of this trend is due to the efforts conducted under our AIDP grant. (73)*

2. BROADER REPRESENTATION OF INSTITUTION PERSONNEL IN DECISION MAKING

- *As a result of AIDP there is more lower-level participation in the decision-making process.*

  The University's management style is one which emphasizes practical, results oriented approaches. There is a conscious effort on the part of the executive leadership to involve members of the various constituent groups in the affairs of the University. Thus, the present governance system embraces the concept of shared authority and responsibility and is incorporated in the current PME system. This has probably produced the most important changes in upper-level management. (73)

- *Overall more staff time is involved in preparation for decisions. We have become highly planning oriented. A substantially greater amount of staff time is taken up with budget preparation, course planning and scheduling, and organizational planning?*

- *Many more people now participate in decision making at the College. Staff coordination has increased, and faculty and staff tend to use and request data for decisions to a degree never before seen on this campus.*

  The essential point is that decision making has become a conscious, deliberate, and careful process with considerable preparation, organization of data and a conscious effort to involve a greater range of staff and faculty than heretofore has been the case. (73)

- *The planning process is highly participatory. Decisions are made at the level where they should be made. Chief administrators are "managers of managers." Policy conflicts or misinterpretation bring about top-to-bottom consultation in decision making. (73)*

- *The tempo of the staff is noticeably more deliberate and anticipatory with a greater degree of participation by a larger number of people before decisions are made.*

  "Unexpected strengths," as mentioned in one of the questions above, is a good way to describe what we have found in many departments and offices as a result of increased participation and the challenge which it presents. (76)

- *Since AIDP there has been a greater involvement of people at all levels in the planning process. AIDP has encouraged the institution to educate its staff regarding the critical need to implement a University-wide Planning, Management and Evaluation (PME) program. (77)*

3. INCREASED AND MORE EFFECTIVE COMMUNICATION AMONG ADMINISTRATORS, FACULTY AND STAFF PERSONS

- *Another result of the change in decision making by upper-level management has been the increased flow of information, formally and informally, up and down and across divisional administrative lines at all management levels. (74)*

- *The process that was utilized to develop the proposal and the Operational Plan has had a significant impact on democratic procedures in decision making and openness in administrative activities. Both the proposal and the Operational Plan were dealt with in an open forum with major decisions being made by consensual agreement. This process "opened up" budget, program, goal, and institutional mission discussions among faculty, administration, and students. The opportunity to provide creative contributions to the College and the successfulness of receiving the grant significantly improved institutional morale and involvement. (75)*

- *A greater partnership and concern is evident among administrators and faculty members in assuring the long-range success of the college. The budget process is more open; financial and institutional data are accessible to all; "secrets" are minimal. All this gives a good sense of security that the college is facing the future with facts and attention to the issues. People worry, though, about the growing complexity of college administration and about the increased amount of reports to all kinds of external agencies and constituencies. (75)*

- *As a general observation, it has been noticed that currently there is a willingness on the part of numerous individuals from all divisional segments to share information that is critical to informed decison making. (76)*

4. MORE PURPOSEFUL, PRODUCTIVE AND REGULAR MEETINGS

- *The increased involvement of institutional personnel has not been without its handicaps. For example, there has certainly been an increase in the number of lengthy meetings. But, the productivity of these meetings has far outweighed their shortcomings. While the advantages of brevity and structure with regard to meetings are recognized, creativity and practical results are encouraged by University managers.*

  Also evident are shorter and better planned meetings which result in crisp decision making. There is less apple-polishing and a greater concentration on serious work. The effect of factions and their ability to skew decisions has been minimized. (74)

- *Although the optimum has not been achieved in collegial decision making, there has been improvement in the several administrative units, this being reflected in the frequency with which meetings are held, the quality of discussions, and the keeping of accurate minutes. Meetings are better organized, with more participants. (74)*

- *Staff meetings have become more productive and concentrate on the "how" and "why" and less on the "what." There is a greater feeling among staff members of knowing where we are headed, what we are trying to do, and how we plan to accomplish it. (75)*

- *There is no great change in the frequency, length, or character of staff meetings, but a greatly improved perception of faculty involvement in the right issues and in the destiny of the college. There is more evidence of faculty-staff partnership. We currently have a very strong feeling that "we do it better," whatever it is that we do, than our neighbors. There is also firm evidence that as we explore new ways to meet current problems, we do it, if not better, at least earlier. (76)*

- *Meetings on campus now are more frequent, last longer, and are more productive than in the past. Now, we feel a real sense of urgency to plan for the future of the institution. More cooperation is evident and there is more interdependence among units for goal accomplishment. AIDP has resulted in a greater kinship among people who would not ordinarily work together. (77)*

5. CLEARER UNDERSTANDING AMONG ADMINISTRATIVE, FACULTY, AND STAFF OF ROLES AND RESPONSIBILITIES, ORGANIZATIONAL STRUCTURE POLICIES AND PROCEDURES

- *During the AID Program, substantial changes have occurred in the operations of top-level college management. Organizational lines have been clearly defined, job descriptions prepared with greater precision in delineating responsibilities and authorities, and basic policies and procedures reviewed and systematized. (73)*

- *As a result of our participation in AIDP, the Institutional Development Component (an activity in the AID Program) conducted a study of the organizational charts of the various administrative units of the College. The results of this study caused a streamlining in the administrative organization of the institution, and increased the informal lines of communication, which resulted in less strained staff relations. (73)*

- *An organizational chart marked by precise job descriptions has clarified individual roles and responsibilities throughout the College and allowed greater accountability.*

Job descriptions have been developed and published. A new Job Classification System has been implemented which has already proven valuable in complying with Federal and state programs and regulations such as Affirmative Action. Levels of authority have been established, reflecting lines of communication, planning, and management. (74)

- *There have been a variety of changes in the formal lines of communication. In the AIDP sponsored management development activity, great emphasis was placed on sharpening job descriptions, rerouting communications, and generally making everyone more aware of the organizational structure of the institution. Much effort has gone into this activity, resulting in two Handbooks, one for administrators and one for trustees, and a Procedures Manual. The College also revised its Faculty Handbook recently, and thus finds itself in the best shape ever in having a clear-cut, well-known organizational structure. (74)*

6. INCREASED RECOGNITION OF THE NEED FOR AN INSTITUTION-WIDE SYSTEM

- *There is a great awareness of the need to use more objective, quantitative, and professional decision-making techniques in place of the seat-of-the pants approach. (73)*
- *The upper-level management is more sensitive to planning, management, and evaluation concepts and constructs that assist in achieving their tasks, goals, and objectives. (73)*
- *Upper-level management generally is more aware of the need for planning and accountability. (76)*
- *Probably the major improvement brought about by the AID Program is a fuller commitment of the management team to the common institutional goals. We had neither more nor less department insularity than other colleges, but what confusion of goals might have existed has been practically eliminated. The planning, management, and evaluation function has made formal what was previously assumed. Many college practices moved from the area of "high assumption" to formal and stated policy based on goals. (76)*

7. MORE DELEGATION OF AUTHORITY

- *The following changes are in progress and are due* ***in part*** *to AIDP involvement, especially through PME development.*

  1. *President moving out of internal operations and concentrating on setting institutional direction and basic goals, external relations, and fund raising.*

  2. *Central management team established with task of: mission review; goal setting and review; major policy making; resource planning; and allocation. Members: President; Executive Vice President (new position); Dean of Faculty; Undergraduate Dean; Assistant Dean Faculty/AIDP Coordinator; Business Manager/Treasurer; and Director of Institutional Research.*

- *Decisions take place at appropriate levels. Top-level management leaves decision making which belongs at lower management levels at those levels. Each top manager works better as a result of information which gets to him and he in turn bumps upward and downward.*

  The years of good selling and development of a PME Manual have resulted in an intimate, relaxed atmosphere in which all feel secure because they are evaluated on performance. They all have specific objectives to accomplish and every effort is bent toward that fulfillment. (74)

- *Top-level administrators have become more involved in seeking new sources of funds for the University. (75)*

- *More frequent staff meetings at the top level and also within each vice president's level cause centralization of decision making. The administrators reporting to a given vice president more and more refer pending decisions to the vice president for discussion at staff meetings. (75)*

8. OTHER CHANGES

- *There have been important changes in the management of the University during the past ten years. They have resulted primarily from non-AIDP events, especially a governance reorganization, the institution of systematic planning (both prior to AIDP), and the installation of a new president in 1977. (74)*

- *The various AIDP projects entailed the addition of a number of administrators. At this time when the absolute number of faculty was declining, the number of administrators was increasing. The faculty complained about this development, not appreciating that the AID Program was responsible, at least in part for the increase. (75)*

- *There is a tendency for decisions to be made at a more centralized and higher level. There is some concern that operating unit directors might be losing some of their initiative and responsibility as they refer things more regularly to the top-level management. (75)*

- *There are fewer "kingdoms" in certain ways, but some new ones have developed. There have been some AIDP workshops, retreats, and many consultants and evaluations. Confidence may be growing in dealing with the dynamics of organizational change. There is more awareness of the importance of management skills, and unexpected strengths (and weaknesses) have been discovered in the faculty and staff. (76)*

CONCLUSIONS

Responses generally reflect a broad spectrum of changes in upper-level management ranging across categories used in this analysis. It appears that categories identified are interrelated and overlapping since institutional responses fit into multiple categories. As indicated in ***Table II-22***, a total of 58 percent of all institutional responses fall in at least half of the established categories describing favorable upper-level management changes. Correspondingly, 70 percent of the 1973-74 institutions and 44 percent of the 1975-1976-1977 institutions are represented in at least half of six categories. Further, as would be expected, the data suggest that more of the older grantee institutions have made important upper-level management changes than the new grantee institutions.

PERCENTAGE OF FOUR-YEAR INSTITUTIONS REPORTING CERTAIN IMPORTANT CHANGES IN THE WAY UPPER-LEVEL MANAGEMENT GOES ABOUT ITS WORK AS A RESULT OF THE INSTITUTIONS' PARTICIPATION IN AIDP

TABLE II-21

Upper-Level Management Changes	Percent of Institutions Reporting Change 1973-74	 1975-77	 ALL
1. Increased effectiveness and efficiency in either or any combination of the areas of planning, management, and evaluation resulting from the creation of new decision-making bodies and/or the implementation of special mechanisms, procedures, systems, or activities.	74	38	57
2. Broader representation of institution personnel in decision-making yielding more defensible and more satisfactory outcome and exposing new leadership.	48	34	41
3. Increased and more effective communication among administration, faculty, and staff persons within and across organizational units, involving more openness and more sharing accompanied by better working relationships, more favorable institution-related attitudes, and higher morale.	46	30	38
4. More purposeful, productive, and regular meetings involving larger and more representative groups of the institutions' personnel, occurring more or less frequently, and requiring more or less time.	43	28	36

PERCENTAGE OF FOUR-YEAR INSTITUTIONS REPORTING CERTAIN IMPORTANT CHANGES IN THE WAY UPPER-LEVEL MANAGEMENT GOES ABOUT ITS WORK AS A RESULT OF THE INSTITUTIONS' PARTICIPATION IN AIDP

TABLE II-21 (Continued)

Upper-Level Management Changes	Percent of Institutions 1973-74	1975-77	Reporting Change ALL
5. Clearer understanding among administrative faculty, and staff personnel of their respective roles and responsibilities, of the organizational structure of the institution, and of the policies and procedures which govern its functioning.	37	44	40
6. Increased recognition among administrators, faculty, and staff of the need to establish an institution-wide PME system and increased participation among them in PME faculty development activities.	28	38	33
7. More delegation of authority to top level administrators as the chief administrator becomes less involved in internal operations and concentrates more on setting institutional goals, supervising top management, strengthening external relations, and raising funds.	11	10	10
8. Other	6	19	12

PERCENTAGE OF INSTITUTIONS REPRESENTED AS A TOTAL OF FROM ONE TO SIX CATEGORIES DESCRIBING IMPORTANT UPPER-LEVEL MANAGEMENT CHANGES

(Four-Year Institutions)

TABLE II-22

Total Number of Categories in Which an Institution is Represented	Percentage of Institutions		
	1973-74	1975-76-77	ALL
1	–	6	3
2	24	31	28
3	21	16	19
4	21	16	19
5	17	9	13
6	11	3	7

III. 1978 AIDP IMPACT EVALUATION QUESTIONNAIRE

A. INTRODUCTION

The impact questionnaire was designed to gather comparative data on the status of each AIDP institution in specific academic and administrative areas. The four areas were:

- *Curriculum improvement;*
- *Student services;*
- *Continuing education; and*
- *Planning, management, and evaluation.*

These areas were determined to be the four principal areas of impact from previous AIDP Impact Studies. Specific questions were included to facilitate measurement of AIDP impact in the areas of national AIDP priorities.

Information of a quantitative nature was gathered from each institution for the year before the AIDP grant award and the 1977-78 academic year. This allows comparisons to be made between the beginning of AIDP participation and the most recent academic year to judge the impact on AIDP participating institutions.

B. METHOD OF ANALYSIS

Data for each of the impact areas of the questionnaire were coded, keypunched, and computer-analyzed. Comparisons were made between the data before AIDP began and the most recent academic year. In the planning, management, and evaluation sections, comparisons were made of the year before AIDP, the current academic year, and anticipated levels of FY 1980-81. This allowed the interpretation of present levels of development in relationship to initial levels with the advent of the AIDP grant anticipated future developments.

Cross-tabulations were also completed on the basis of years in the AID Program and size of the institution, and by comparing AIDP institutions after two years and four years of participation. With size, the lowest third of enrollment size was compared with the largest third of enrollment size. In instances where comparisons did not appear to yield significant differences, they are not repeated in tabular format.

C. CURRICULUM IMPROVEMENT
(Two-Year Institutions)

The four categories covered in the curriculum improvement area of the impact study are: (1) occupational/professional/career credit programs, (2) academic areas, (3) basic skills/remedial/developmental programs, and (4) special group programs.

OCCUPATIONAL/PROFESSIONAL/ CAREER CREDIT PROGRAMS

FINDINGS

There were 43 career credit programs offered by the two-year institutions during the 1977-78 year, which represents an increase of 24 percent since the AIDP award. Of these 43, six or 14 percent were AIDP-funded, and five of these were fully operational at the end of the last academic semester (*Table III-1*). Student enrollment in career programs has increased in the large institutions, with an extremely large percentage increase of low-income students. The smaller institutions reflected a decrease in total student enrollment of career credit programs, but an increase in low-income student enrollment (*Table III-2*).

The large institutions enrolled a greater number of students, including the low-income group, than the smaller schools; however, the small institutions demonstrated significantly higher percentages of students who met the academic requirements for completing the program and finding employment in the careers for which they prepared. These numbers were true for groups of low-income students as well as the total number of students.

Institutions participating in AIDP two years or less experienced increases in all areas of career credit programs, especially in total enrollment and in the number of low-income students enrolled. The institutions which have been in AIDP for four years have witnessed a significant increase in the total number of low-income students enrolled, but have demonstrated a decrease in the total number of students enrolled. It appears that the more recently funded schools are placing more emphasis on occupational/professional/career credit programs, perhaps due to the increased interest in the last few years on career education and development in the two-year schools. For more information, see *Table III-3*.

ACADEMIC AREAS

FINDINGS

The academic programs represent the more traditional liberal arts courses, as differentiated from programs focusing on career preparation. To increase the number of low-income students entering professional careers, the institutions under AIDP have attempted to develop and improve academic programs that will transfer to four-year institutions with degree credit.

Twenty-seven programs have been developed in academic areas, representing a 17 percent increase since the AIDP award. The proportion of low-income students who have enrolled in these academic areas has increased more than 150 percent since the beginning of the AIDP award; the percentage of this group who have successfully met the requirements has also risen significantly to over 200 percent (*Tables* III-1 and *III-4*)

The larger institutions reported increases in almost all of the academic programs, especially in the number of low-income students completing the academic requirements. While the smaller two-year colleges reported a decrease in total student enrollment in academic programs, they observed an extremely high increase in the number of low-income students enrolled and in the total number of students fulfilling the requirements of the program (*Table III-5*).

The schools in AIDP for two years witnessed a growth in terms of lower-income student enrollment, while the four-year participants observed a noticeable increase in the total number of students who met the requirements for completion of the programs (*Table III-6*). These figures suggest that the schools with a longer history in AIDP have had time and the expertise to improve student retention.

Since these are two-year schools, the responses regarding graduate/professional schools were minimal.

BASIC SKILLS/REMEDIAL/ DEVELOPMENTAL PROGRAMS

FINDINGS

Inadequate academic skills are major obstacles to the success of low-income students in postsecondary education. The basic skills and developmental programs were designed to provide all students, and especially the low-income student, with a support system to improve his basic skills and to enhance his potential for success in college and in professional life.

The 24 colleges that supplied information in this area reported a substantial increase of over in 100 percent in the proportion of low-income students enrolled in basic skills-remedial programs, but a decrease in the number of students in this group meeting the requirements for successful completion (*Table III-7*).

The average number of programs in basic skills areas is four, an increase of 33 percent since the AIDP award, with an average of two being AIDP-funded and fully operational by the end of 1977-78 term (Table III-1).

Both large and small institutions report increases in enrollment of low-income students in these courses, but only the small institutions noted increases in students meeting the academic requirements for the program (*Table III-8*).

Institutions in AIDP for two years notice significant increases in student enrollment and in completion of programs, while the four-year participants observed increases only in the total number of low-income students enrolled, as indicated in *Table III-9.* Perhaps the more recent programs are designed and implemented using the latest methods and materials in remedial instruction, thus enhancing student retention and program success in this area.

SPECIAL GROUP PROGRAMS

FINDINGS

The special group programs offer specific services to women, minorities, senior citizens, the handicapped, and other groups to meet their particular needs within the institution and the community. More individual groups will be formed as community awareness grows and as unique groups within the colleges begin to articulate their specific needs.

Twenty-seven institutions reported having some type of special group program (Table III-1). An average of four special groups programs are in operation on campuses, representing a 100 percent increase during the AIDP grant period. An average of one program of these four was AIDP-funded and was reported as fully operational.

The increase in percentage of low-income students enrolled in these programs was 82 percent and the proportion of students meeting the requirements was almost a 500 percent increase (*Table III-10*).

The large institutions reported larger increases in total and low-income student enrollment than the small schools, but the smaller institutions noted a higher percentage of increase in students successfully completing these programs, especially the low-income groups (*Table III-11*).

Both two and four-year participants observed significant increases in special program enrollments, with the schools funded for two years noting increases in the enrollment and the four-year participants experiencing a high degree of success in the number of students completing the requirements for the program. This observation may reflect the four-year participants' ability to improve their program and prepare the students for successful completion throughout the course of the AIDP grant. While the four-year schools did experience an increase in enrollment, the two-year participants' increase was greater, suggesting a more recent trend in special group programs (see ***Table III-12***).

CONCLUSIONS

The largest increases during the AIDP grant period were reported in the area of special group programs. Both basic skills and career credit programs also demonstrated significant increases. While there have been increases in academic programs, there has not been a proportional increase in the number of students enrolling in them. This is perhaps due to the focus of the two-year schools on career training as opposed to preparation for transfer credit.

There is an overall increase in the number of low-income students enrolled in all other programs and in successfully completing the requirements. The smaller colleges, particularly, have been most successful in having students complete the requirements for these programs. This indicates the attainment of one of the AIDP goals, viz., to prepare and retain the low-income student in an educational environment. The smaller institutions perhaps foster a more conducive environment to enable the students to complete their programs.

In many areas, the more recently funded schools have demonstrated far greater increases in proportion to students, both total and low-income, who are enrolled in these programs. This is perhaps due to improvements and insights that the older schools can offer the new ones and to the more effective design and implementation of programs.

QUANTITATIVE CHANGES IN CHARACTERISTICS OF CURRICULUM IMPROVEMENT PROGRAMS

(Two-Year Institutions)

TABLE III-1

CHARACTERISTICS OF PROGRAMS	ALL TWO-YEAR INSTITUTIONS				
	Before AIDP Award $\overline{X}$ (N)	End FY 1978 $\overline{X}$ (N)	% Change	AIDP as of 1978 $\overline{X}$ (N)	AIDP Programs Fully Operational
Total number of all occupational/professional/career credit programs.	34 (34)	43 (32)	+24%	6 (29)	5 (26)
Total number of all programs in academic areas.	23 (25)	27 (25)	+17%	2 (22)	1 (20)
Total number of all basic skills/remedial/developmental programs.	3 (31)	4 (31)	+33%	2 (29)	2 (25)
Total number of all special group programs.	2 (27)	4 (25)	+100%	1 (22)	1 (20)

QUANTITATIVE CHANGES IN CHARACTERISTICS OF MAJOR AND MINOR OCCUPATIONAL/ PROFESSIONAL/ CAREER CREDIT PROGRAMS BY SIZE OF INSTITUTIONS

(Two-Year Institutions)

TABLE III-2

CHARACTERISTICS OF PROGRAMS	SMALL INSTITUTIONS*			LARGE INSTITUTIONS*		
	Before AIDP Award $\bar{X}$(N)	End FY 1978 $\bar{X}$ (N)	% Change	Before AIDP Award $\bar{X}$ (N)	End FY 1978 $\bar{X}$ (N)	% Change
Total number of students enrolled.	1571 (20)	1506 (19)	– 4%	3684 (13)	4452 (11)	+20%
Total number of low-income students enrolled.	430 (12)	462 (14)	+ 7%	933 (8)	1882 (9)	+100%
Total number of students who met the academic requirements for completing the program.	355 (17)	385 (17)	+ 8%	751 (11)	482 (10)	+31%
Total number of low-income students who met the academic requirements for completing the program.	131 (12)	147 (13)	+13%	149 (6)	249 (8)	+67%
Total number of students who met the academic requirements for completing the programs and found employment in occupations/professions/careers for which they prepared.	290 (10)	502 (8)	+73%	285 (7)	322 (7)	+13%
Total number of low-income students who met the academic requirements for completing the programs and found employment in occupations/professions/careers for which they prepared.	134 (9)	166 (7)	+25%	149 (4)	125 (6)	+16%

* Small = Lowest third in enrollment size.
* Large = Highest third in enrollment size.

QUANTITATIVE CHANGES IN CHARACTERISTICS OF MAJOR AND MINOR OCCUPATIONAL/PROFESSIONAL/ CAREER CREDIT PROGRAMS BY YEARS IN AID PROGRAM

(Two-Year Institutions)

TABLE III-3

CHARACTERISTICS OF PROGRAMS	PARTICIPATED IN AIDP TWO YEARS			PARTICIPATED IN AIDP FOUR YEARS		
	Before AIDP Award $\bar{X}$(N)	End FY 1978 $\bar{X}$ (N)	% Change	Before AIDP Award $\bar{X}$ (N)	End FY 1978 $\bar{X}$ (N)	% Change
Total number of students enrolled.	2605 (5)	3796 (7)	+46%	3124 (7)	2498 (6)	–20%
Total number of low-income students enrolled.	640 (5)	1097 (7)	+71%	781 (5)	1268 (5)	+62%
Total number of students who met the academic requirements for completing the program.	779 (5)	805 (7)	+ 3%	827 (7)	1230 (4)	+52%
Total number of low-income students who met the academic requirements for completing the program.	235 (4)	255 (6)	+ 9%	129 (5)	92 (3)	–29%
Total number of students who met the academic requirements for completing the programs and found employment in occupations/professions/ careers for which they prepared.	720 (1)	839 (4)	+17%	220 (6)	203 (3)	– 7%
Total number of low-income students who met the academic requirements for completing the programs and found employment in occupations/ professions/careers for which they prepared.	217 (2)	193 (4)	–11%	115 (4)	72 (3)	–37%

QUANTITATIVE CHANGES IN CHARACTERISTICS OF MAJOR AND MINOR PROGRAMS IN ACADEMIC AREAS

(Two-Year Institutions)

TABLE III-4

CHARACTERISTICS OF PROGRAMS	ALL TWO YEAR INSTITUTIONS		
	Before AIDP $\bar{X}$ (N)	End FY 1978 $\bar{X}$ (N)	% Change
Proportion of students enrolled in academic areas who are also low-income.	906 (18)	2333 (21)	+158%
Proportion of students meeting requirements of the program who are also low-income.	111 (18)	358 (18)	+223%
Proportion of students entering graduate school who are also low-income.	25 (4)	77 (4)	+208%

QUANTITATIVE CHANGES IN CHARACTERISTICS OF MAJOR AND MINOR PROGRAMS IN ACADEMIC AREAS BY SIZE OF INSTITUTIONS

(Two-Year Institutions)

TABLE III-5

CHARACTERISTICS OF PROGRAMS	SMALL INSTITUTIONS*			LARGE INSTITUTIONS*		
	Before AIDP Award $\bar{X}$ (N)	End FY 1978 $\bar{X}$ (N)	% Change	Before AIDP Award $\bar{X}$ (N)	End FY $\bar{X}$ (N)	% Change
Total number of students enrolled.	1377 (3)	2889 (4)	+110%	3820 (6)	4345 (5)	+14%
Total number of low-income students enrolled.	521 (3)	769 (4)	+48%	2468 (4)	2443 (4)	+ 1%
Total number of students who met the academic requirements for completing the programs.	234 (4)	289 (5)	+ 24%	1037 (6)	1644 (3)	+59%
Total number of low-income students who met the academic requirements for completing the programs.	100 (4)	120 (5)	+ 20%	281 (4)	135 (2)	-52%
Total number of graduates who entered graduate/professional schools.	N/A	N/A	–	N/A	N/A	––
Total number of low-income graduates who entered graduate/professional schools.	N/A	N/A	–	N/A	N/A	–

* Small = Lowest third in enrollment size.
* Large = Highest third in enrollment size.

QUANTITATIVE CHANGES IN CHARACTERISTICS OF MAJOR AND MINOR PROGRAMS IN ACADEMIC AREAS BY YEARS IN AID PROGRAM

(Two-Year Institutions)

TABLE III-6

CHARACTERISTICS OF PROGRAMS	PARTICIPATED IN AIDP TWO YEARS			PARTICIPATED IN AIDP FOUR YEARS		
	Before AIDP Award $\overline{X}$ (N)	End FY 1978 $\overline{X}$ (N)	% Change	Before AIDP Award $\overline{X}$ (N)	End FY 1978 $\overline{X}$ (N)	% Change
Total number of students enrolled.	3225 (15)	1108 (13)	–66%	4173 (9)	6268 (9)	+50%
Total number of low-income students enrolled.	419 (12)	2144 (13)	+411%	1881 (6)	2639 (8)	+40%
Total number of students who met the academic requirements for completing the programs.	135 (14)	634 (12)	+370%	852 (9)	1596 (9)	+87%
Total number of low-income students who met the academic requirements for completing the programs.	59 (12)	58 (11)	+ 1%	216 (6)	830 (7)	+284%
Total number of graduates who entered graduate/professional schools.	35 (4)	14 (3)	– 6%	N/A	N/A	–
Total number of low-income graduates who entered graduate/professional schools.	25 (4)	2 (3)	–92%	N/A	N/A	–

QUANTITATIVE CHANGES IN CHARACTERISTICS OF BASIC SKILLS/REMEDIAL/DEVELOPMENTAL PROGRAMS

(Two-Year Institutions)

TABLE III-7

CHARACTERISTICS OF PROGRAMS	ALL TWO YEAR INSTITUTIONS		
	Before AIDP $\overline{X}$(N)	End FY 1978 $\overline{X}$ (N)	% Change
Proportion of students enrolled in basic skills/ remedial programs who are also low-income.	489 (20)	1007 (24)	+106%
Proportion of students meeting requirements of the program who are also low-income.	348 (14)	216 (16)	– 37%

QUANTITATIVE CHANGES IN CHARACTERISTICS OF BASIC SKILLS/REMEDIAL/DEVELOPMENTAL PROGRAMS BY SIZE OF INSTITUTIONS

(Two-Year Institutions)

TABLE III-8

CHARACTERISTICS OF PROGRAMS	SMALL INSTITUTIONS*			LARGE INSTITUTIONS*		
	Before AIDP Award $\bar{X}$ (N)	End FY $\bar{X}$ (N)	% Change	Before AIDP Award $\bar{X}$ (N)	End FY $\bar{X}$ (N)	% Change
Total number of students enrolled.	358 (18)	–	–	1272 (11)	–	–
Total number of low-income students enrolled.	288 (13)	885 (14)	+200%	864 (7)	1177 (10)	+36%
Total number of students who met the academic requirements for completing the programs.	263 (12)	311 (14)	+ 18%	2188 (3)	331 (4)	–84%
Total number of low-income students who met the academic requirements for completing the programs.	185 (12)	218 (13)	+ 18%	1327 (2)	206 (3)	–84%

* Small = Lowest third in enrollment size.
* Large = Highest third in enrollment size.

QUANTITATIVE CHANGES IN CHARACTERISTICS OF BASIC SKILLS/REMEDIAL/DEVELOPMENTAL PROGRAMS BY YEARS IN AID PROGRAM

(Two-Year Institutions)

TABLE III-9

CHARACTERISTICS OF PROGRAMS	PARTICIPATED IN AIDP TWO YEARS			PARTICIPATED IN AIDP FOUR YEARS		
	Before AIDP Award $\bar{X}$ (N)	End FY $\bar{X}$ (N)	% Change	Before AIDP Award $\bar{X}$ (N)	End FY $\bar{X}$ (N)	% Change
Total number of students enrolled.	274 (6)	–	–	1001 (7)	–	–
Total number of low-income students enrolled.	164 (4)	292 (6)	+78%	737 (6)	1472 (6)	+99%
Total number of students who met the academic requirements for completing the programs.	70 (3)	245 (4)	+250%	1394 (4)	184 (3)	–87%
Total number of low-income students who met the academic requirements for completing the programs.	42 (3)	118 (4)	+181%	743 (4)	113 (3)	–85%

QUANTITATIVE CHANGES IN CHARACTERISTICS OF SPECIAL GROUP PROGRAMS

(Two-Year Institutions)

TABLE III-10

CHARACTERISTICS OF PROGRAMS	ALL TWO-YEAR INSTITUTIONS		
	Before AIDP $\overline{X}$ (N)	End FY 1978 $\overline{X}$ (N)	%Change
Proportion of students enrolled in special group programs who are also low-income.	249 (19)	452 (19)	+82%
Proportion of students meeting requirements for program.	44 (14)	260 (14)	+490%

QUANTITATIVE CHANGES IN CHARACTERISTICS OF SPECIAL GROUP PROGRAMS BY SIZE OF INSTITUTIONS
(Two-Year Institutions)

TABLE III-11

CHARACTERISTICS OF PROGRAMS	SMALL INSTITUTIONS*			LARGE INSTITUTIONS*		
	Before AIDP Award $\bar{X}$ (N)	End FY $\bar{X}$ (N)	% Change	Before AIDP Award $\bar{X}$ (N)	End FY $\bar{X}$ (N)	% Change
Total number of students enrolled.	379 (15)	441 (15)	+16%	508 (8)	1649 (8)	+224%
Total number of low-income students enrolled.	254 (13)	356 (12)	+40%	239 (6)	617 (7)	+158%
Total number of students who met the academic requirements for completing the programs.	90 (10)	317 (13)	+252%	341 (6)	146 (3)	– 57%
Total number of low-income students who met the academic requirements for completing the programs.	53 (10)	220 (11)	+315%	21 (4)	409 (3)	(a)

* Small = Lowest third in enrollment size.
* Large = Highest third in enrollment size.

(a) = Increase too high to be indicated by %.

QUANTITATIVE CHANGES IN CHARACTERISTICS OF SPECIAL GROUP PROGRAMS BY YEARS IN AID PROGRAM

(Two-Year Institutions)

TABLE III-12

CHARACTERISTICS OF PROGRAMS	**PARTICIPATED IN AIDP TWO YEARS**			**PARTICIPATED IN AIDP FOUR YEARS**		
	Before AIDP Award $\overline{X}$ (N)	**End FY $\overline{X}$ (N)**	**% Change**	**Before AIDP Award $\overline{X}$ (N)**	**End FY $\overline{X}$ (N)**	**% Change**
Total number of students enrolled.	28 (4)	799 (5)	+275%	1009 (6)	1492 (6)	+48%
Total number of low-income students enrolled.	12 (3)	346 (3)	+278%	617 (6)	735 (6)	+19%
Total number of students who met the academic requirements for completing the programs.	32 (2)	70 (3)	+119%	59 (4)	602 (4)	+920%
Total number of low-income students who met the academic requirements for completing the programs.	2 (2)	25 (2)	(a)	37 (4)	576 (4)	(a)

(a) = Increase too high to be indicated by %.

C. CURRICULUM IMPROVEMENT
(Four-Year Institutions)

Findings for this section of the Impact Study Questionnaire measuring quantitative changes in curricular offerings and related student enrollments are divided into four topical areas: (1) occupational professional/career credit programs; (2) academic areas; (3) remedial and developmental programs; and (4) special group programs.

CAREER CREDIT PROGRAMS

FINDINGS

A national AIDP priority is to prepare low-income students for careers in professional areas in which they have been under-represented. Career-oriented programs have been designed to provide students with academic preparation in such professional areas as education, engineering, business, and other areas linked directly to careers upon graduation. These career credit programs generally offer opportunities for direct learning experiences through internships and other hands-on activities.

Institutions offered an average of 33 career credit programs during the last academic year, representing an increase of 83 percent since the AIDP grant award. AIDP-funded career credit programs are 18 percent of all career credit programs. Ninety-five percent of these programs were reported as fully operational. Student enrollment in career programs has increased over the grant period as have numbers of low-income students. The proportion of students finding employment in similar occupations dropped 47 percent, which may be related to overall economic conditions and perhaps to an emphasis on career areas in legislation in which minority students have been traditionally under-represented (*Table III-13*).

Large institutions accounted for the largest numbers of all students and low-income students enrolled in career credit programs, as may be expected. Large institutions reported more success in students meeting academic requirements for completing the programs and finding employment in similar areas. Small institutions reported decreases in jobs secured in careers for which students prepared. Since small institutions also reported decreases in numbers of students completing the programs, this may actually be an explanation for decreasing placements. It may be that smaller institutions have added larger numbers of career credit programs which have not had sufficient time to graduate large numbers of students. Large institutions have traditionally offered a broader range of programs on campuses (*Table III-14*).

Institutions participating in AIDP for four years evidenced increases in all areas of career credit programs, including larger numbers of students and larger increases in percent changes. The principal increase is in the area of students securing jobs in areas of preparation. Institutions in AIDP for two years reported decreases in student enrollment in career areas and jobs secured after program completion. It may actually require a number of years of successful program operation to gain student confidence and enthusiasm in career credit programs. For additional figures see *Table III-15*.

ACADEMIC AREAS

FINDINGS

Institutions have developed an average of 31 programs in academic areas, representing an increase of 15 percent over the AIDP grant period. AIDP-funded activities represent 18 percent of these academic programs, 95 percent of which are reported as fully operational. These programs represent the more traditional liberal arts offerings in areas such as the humanities, social sciences, arts, and sciences, which are distinct from programs and courses offered as career/professional programs considered in the previous section. A number of AIDP-sponsored activities have developed interdisciplinary majors that combine emphases in a number of distinct academic and/or career areas.

Slight decreases are reported in enrollments in academic areas. This probably is linked to professional/career areas which are attracting large numbers of students. Increases were reported in proportions of low-income students completing programs in academic areas and in numbers of low-income students entering graduate school. Low-income students represented an average of 52 percent of students completing programs and 52 percent of students entering graduate school (*Table III-16*).

Large institutions reported increases in numbers of students enrolled in academic areas, completing the programs, and entering graduate school. As may be expected, large institutions reported larger numbers of students as well. Small institutions reported decreases in numbers of students enrolled, completing programs, and entering graduate/professional schools. The only increase noted was in the number of low-income students enrolled. The decreases are difficult to interpret since decreases also were noted in career programs for small institutions. It may be a result of a greater number of smaller institutions having initiated a new special freshman year or freshman and sophomore years program where no major is declared. With additional incoming freshmen, decreases in numbers of students in academic major areas could result. (*Table III-17*).

Institutions in AIDP for two years reported small decreases in numbers of students enrolled, completing programs, and entering graduate schools. Institutions in AIDP for four years reported similar decreases but with increases in numbers of low-income students enrolling in academic areas and entering graduate or professional schools. This suggests that a large percentage of students enrolled in academic areas are low-income students. Decreases may be related to students declaring majors late in the academic year or to the reported increases in the areas of career/professional programs. For additional information see *Table III-18*.

BASIC SKILLS/REMEDIAL/ DEVELOPMENTAL PROGRAMS

FINDINGS

An average of 3.4 basic skills/remedial/developmental programs are in operation on campuses, representing an 83 percent increase during the AIDP grant period. AIDP activities represent 18 percent of these programs. AIDP-installed programs are fully operational for 95 percent of the programs. The proportion of students enrolled in basic skills/developmental programs has increased over the grant period. Low-income students represent 96 percent of students enrolled in the programs and have increased by 12 percent during the AIDP grant period. The proportion of low-income students increased one percent, which is probably related to a "ceiling effect," i.e., the proportion is at the 85 percent level and 100 percent would represent all students enrolled in similar programs (*Table III-19*).

Large institutions reported increases in numbers of students enrolled and completing the programs. The number of low-income students completing the academic requirements for programs increased 163 percent during the AIDP grant period. Small institutions, on the other hand, evidenced increases in numbers of students and low-income students completing programs, but decreases in numbers of low-income students participating in the programs, with no change in total number of students enrolled. The increases in small institutions are considerably smaller than those in large. It may be that smaller institutions offered more basic skills activities before AIDP participation, as evidenced by smaller increases in enrollments but larger increases in students completing the programs (*Table III-20*).

Institutions in AIDP for two years reported increases in all characteristics of basic skills programs. Those in AIDP for four years reported decreases in enrollments but large increases in numbers of students completing the programs. This may be evidence of a tapering off of basic skills programs or perhaps the integration of basic skills/developmental functions into already existing academic programs with longer participation in AIDP (*Table III-21*).

SPECIAL GROUP PROGRAMS

FINDINGS

Special group programs offer specific services to a variety of groups (women, minorities, senior citizens, and handicapped) to meet their particular needs in both the institution and the community. As awareness of activities in this area has grown, the potential for impact on both specific groups and the groups' impact on the institution has increased.

An average of 2.5 special group programs are in operation on campuses, representing a 46 percent increase over the AIDP grant period. AIDP-sponsored activities represent 44 percent of the special group programs, 46 percent of which were reported as fully operational. Of the students enrolled in special groups programs, an average of 53 percent were listed as low-income students (*Table III-22*).

Smaller institutions reported very large increases in special group programs, enrollments, and numbers of students completing the programs (320 to 420 percent). Similarly, large institutions reported large increases (76 to 265 percent). This would appear to indicate an expansion of curricular offerings in this area (*Table III-23*).

CONCLUSIONS

The largest increases during the AIDP grant period were reported in the area of special group programs involving bilingual, women's, and senior citizens' programs. AIDP represents the largest contribution to basic skills/developmental/remedial programs (funding 76 percent of all such programs). Many innovative programs, especially in development of basic skills, with direct benefits for low-income students, have been implemented with AIDP direction and funding. They are integrated into the institutions' curricular offerings. There is some evidence that this may be occurring more directly with more years' experience in AIDP. A very high proportion of AIDP activities are fully operational in all areas of curriculum reform and increased instructional effectiveness.

Clear patterns do not emerge across all four types of curricular offerings included in this section, but consistent observations are possible for large/small and two years/four years of participation in AIDP. Low-income students enrolled in each area represent more than half of all students enrolled. Basic skills programs involve the highest proportion of low-income students (96 percent). The levels of low-income students represent decreases in all areas but basic skills over the period of AIDP participation. This perhaps may be a result of ceilings on available financial aid, which reduces the number of low-income students in college, or it may be evidence of broader-based recruiting efforts implemented after AIDP was begun. The percentage of low-income students completing programs has modestly increased over AIDP grant periods. Low-income students appear to be entering graduate school at an increasing rate, but the percent of low-income students finding jobs in their career fields has decreased.

Institutions in AIDP for four years reported generally more success in enrolling low-income students, in their completion of programs (especially in career programs), and in their finding employment in the areas for which they have prepared. This suggests that experience in AIDP may lead institutions to develop interrelated supportive services in addition to new curricular areas which assist students in placement as well as staying in college (*Table III-24*).

This section observed results based on similarities and differences of institutions participating in AIDP for two years and four years. While this can be seen as a procedure which should maximize differences between institutions new to AIDP and those which are in the final stages of participation, there are a large number of institutions in the first, third, and fifth years of AIDP that may have experiences tending to "even out" some of the results, which may be difficult to interpret. For this reason, it is especially important to emphasize the overviews provided in the Tables, which are based on data for all colleges and universities responding to the questionnaire.

QUANTITATIVE CHANGES IN CHARACTERISTICS OF CURRICULUM IMPROVEMENT PROGRAMS

(Four-Year Institutions)

TABLE III-13

CHARACTERISTICS OF PROGRAMS	ALL FOUR-YEAR INSTITUTIONS				
	Before AIDP Award $\bar{X}$ (N)	End FY 1978 $\bar{X}$ (N)	Percent Change	% AIDP as of FY 1978	% of AIDP Programs Fully Operational
Total number of all occupational/professional/career credit programs.	18 (81)	33 (73)	+83%	18%	95%
Total number of all programs in academic areas.	27 (81)	31 (73)	+15%	19%	95%
Total number of all basic skills/remedial/developmental programs.	1.8 (75)	3.4 (71)	+89%	76%	92%
Total number of all special group programs.	1.7 (57)	2.5 (52)	+47%	44%	46%

QUANTITATIVE CHANGES IN CHARACTERISTICS OF MAJOR AND MINOR OCCUPATIONAL/ PROFESSIONAL/ CAREER CREDIT PROGRAMS BY SIZE OF INSTITUTIONS

(Four-Year Institutions)

TABLE III-14

CHARACTERISTICS OF PROGRAMS	SMALL INSTITUTIONS*			LARGE INSTITUTIONS*		
	Before AIDP Award $\bar{X}$ (N)	End FY 1978 $\bar{X}$ (N)	Percent Change	Before AIDP Award $\bar{X}$ (N)	End FY 1978 $\bar{X}$ (N)	Percent Change
Total number of students enrolled.	430 (24)	514 (22)	+20%	2,894 (24)	3,516 (22)	+21%
Total number of low-income students enrolled.	202 (21)	247 (20)	+22%	1,757 (19)	2,139 (21)	+22%
Total number of students who met the academic requirements for completing the program.	136 (23)	95 (22)	-30%	595 (23)	674 (21)	+13%
Total number of low-income students who met the academic requirements for completing the program.	55 (18)	40 (19)	-27%	309 (18)	376 (18)	+22%
Total number of students who met the academic requirements for completing the programs and found employment in occupations/professions/careers for which they prepared.	91 (16)	45 (13)	-51%	343 (12)	534 (14)	+56%
Total number of low-income students who met the academic requirements for completing the programs and found employment in occupations/professions/careers for which they prepared.	42 (12)	29 (13)	-31%	238 (10)	246 (14)	+3%

* Small Institution = The lower third in enrollment size.
Large Institution = The upper third in enrollment size.

QUANTITATIVE CHANGES IN CHARACTERISTICS OF MAJOR AND MINOR OCCUPATIONAL/PROFESSIONAL/ CAREER CREDIT PROGRAMS BY YEARS IN AID PROGRAM

(Four-Year Institutions)

TABLE III-15

CHARACTERISTICS OF PROGRAMS	PARTICIPATED IN AIDP TWO YEARS			PARTICIPATED IN AIDP FOUR YEARS		
	Before AIDP Award $\bar{X}$ (N)	End FY 1978 $\bar{X}$ (N)	Percent Change	Before AIDP Award $\bar{X}$ (N)	End FY 1978 $\bar{X}$ (N)	Percent Change
Total number of students enrolled.	1,952 (17)	1,773 (20)	-9%	1,503 (19)	1,848 (23)	+23%
Total number of low-income students enrolled.	823 (15)	922 (18)	+12%	1,227 (15)	1,258 (22)	+3%
Total number of students who met the academic requirements for completing the program.	331 (16)	261 (18)	-21%	381 (16)	414 (22)	+9%
Total number of low-income students who met the academic requirements for completing the program.	133 (13)	122 (15)	-8%	193 (14)	232 (20)	+20%
Total number of students who met the academic requirements for completing the programs and found employment in occupations/professions/careers for which they prepared.	181 (9)	131 (8)	-28%	222 (11)	355 (17)	+60%
Total number of low-income students who met the academic requirements for completing the programs and found employment in occupations/professions/careers for which they prepared.	121 (9)	92 (8)	-24%	132 (11)	149 (17)	+13%

QUANTITATIVE CHANGES IN CHARACTERISTICS OF MAJOR AND MINOR PROGRAMS IN ACADEMIC AREAS

(Four-Year Institutions)

TABLE III-16

CHARACTERISTICS OF PROGRAMS	ALL COLLEGES				
	Before AIDP $\bar{X}$	(N)	End FY 1978 $\bar{X}$	(N)	Percent Change
Proportion of students enrolled in academic areas who are also low-income.	95	(65)	77	(67)	-19%
Proportion of students meeting requirements of the program who are also low-income.	51	(53)	52	(57)	+2%
Proportion of students entering graduate school who are also low-income.	39	(41)	52	(42)	+33%

QUANTITATIVE CHANGES IN CHARACTERISTICS OF MAJOR AND MINOR PROGRAMS IN ACADEMIC AREAS BY SIZE OF INSTITUTIONS

(Four-Year Institutions)

TABLE III-17

CHARACTERISTICS OF PROGRAMS	SMALL INSTITUTIONS*			LARGE INSTITUTIONS*		
	Before AIDP Award $\bar{X}$ (N)	End FY 1978 $\bar{X}$ (N)	Percent Change	Before AIDP Award $\bar{X}$ (N)	End FY 1978 $\bar{X}$ (N)	Percent Change
Total number of students enrolled.	680 (26)	774 (23)	-14%	3,715 (22)	3,781 (21)	+2%
Total number of low-income students enrolled.	351 (23)	436 (21)	+24%	1,895 (20)	3,264 (21)	+72%
Total number of students who met the academic requirements for completing the programs.	140 (26)	122 (23)	-13%	683 (19)	692 (20)	+1%
Total number of low-income students who met the academic requirements for completing the programs.	65 (20)	59 (21)	-9%	424 (15)	457 (16)	+8%
Total number of graduates who entered graduate/professional schools.	73 (20)	29 (17)	-60%	125 (15)	156 (15)	+25%
Total number of low-income graduates who entered graduate/professional schools.	14 (15)	14 (16)	—	75 (12)	88 (12)	+17%

* Small Institution = Lowest third in enrollment size.
Large Institution = Highest third in enrollment size.

QUANTITATIVE CHANGES IN CHARACTERISTICS OF MAJOR AND MINOR PROGRAMS IN ACADEMIC AREAS BY YEARS IN AID PROGRAM

(Four-Year Institutions)

TABLE III-18

CHARACTERISTICS OF PROGRAMS	PARTICIPATED IN AIDP TWO YEARS					PARTICIPATED IN AIDP OVER FOUR YEARS				
	Before AIDP Award X	(N)	End FY 1978 X	(N)	Percent Change	Before AIDP Award X	(N)	End FY 1978 X	(N)	Percent Change
Total number of students enrolled.	2,463	(18)	2,218	(20)	-10%	2,329	(20)	2,245	(22)	-4%
Total number of low-income students enrolled.	1,111	(17)	1,049	(17)	-6%	1,272	(15)	2,538	(22)	+99%
Total number of students who met the academic requirements for completing the programs.	308	(17)	263	(18)	-15%	468	(17)	420	(21)	-10%
Total number of low-income students who met the academic requirements for completing the programs.	135	( )	117	(15)	-13%	312	(14)	280	(19)	-10%
Total number of graduates who entered graduate/professional schools.	133	( )	75	(12)	-44%	71	(13)	68	(19)	-4%
Total number of low-income graduates who entered graduate/professional schools.	9	( )	2	(10)	-78%	40	(12)	42	(15)	+5%

QUANTITATIVE CHANGES IN CHARACTERISTICS OF BASIC SKILLS/REMEDIAL/DEVELOPMENTAL PROGRAMS

(Four-Year Institutions)

TABLE III-19

CHARACTERISTICS OF PROGRAMS	ALL FOUR-YEAR INSTITUTIONS		
	Before AIDP $\bar{X}$ (N)	End FY 1978 $\bar{X}$ (N)	Percent Change
Proportion of students enrolled in basic skills/remedial programs who are also low-income.	86 (53)	96 (63)	+12%
Proportion of students meeting requirements of the program who are also low-income.	84 (46)	85 (54)	+1%

QUANTITATIVE CHANGES IN CHARACTERISTICS OF BASIC SKILLS/REMEDIAL/DEVELOPMENTAL PROGRAMS BY SIZE OF INSTITUTIONS
(Four-Year Institutions)

TABLE III-20

CHARACTERISTICS OF PROGRAMS	SMALL INSTITUTIONS*			LARGE INSTITUTIONS*		
	Before AIDP Award $\bar{X}$ (N)	End FY 1978 $\bar{X}$ (N)	Percent Change	Before AIDP Award $\bar{X}$ (N)	End FY 1978 $\bar{X}$ (N)	Percent Change
Total number of students enrolled.	186 (21)	186 (21)	–	810 (20)	972 (21)	+20%
Total number of low-income students enrolled.	182 (17)	159 (20)	-13%	672 (16)	785 (19)	+17%
Total number of students who met the academic requirements for completing the programs.	122 (17)	193 (20)	+58%	384 (16)	771 (20)	+17%
Total number of low-income students who met the academic requirements for completing the programs.	100 (15)	111 (17)	+11%	321 (13)	847 (16)	+163%

* Small Institution = Lowest third in enrollment size.
Large Institution = Highest third in enrollment size.

QUANTITATIVE CHANGES IN CHARACTERISTICS OF BASIC SKILLS/REMEDIAL/DEVELOPMENTAL PROGRAMS BY YEARS IN AID PROGRAM

(Four-Year Institutions)

TABLE III-21

CHARACTERISTICS OF PROGRAMS	PARTICIPATED IN AIDP TWO YEARS					PARTICIPATED IN AIDP FOUR YEARS				
	Before AIDP Award $\bar{X}$	(N)	End FY 1978 $\bar{X}$	(N)	Percent Change	Before AIDP Award $\bar{X}$	(N)	End FY 1978 $\bar{X}$	(N)	Percent Change
Total number of students enrolled.	378	(16)	576	(15)	+52%	587	(16)	523	(16)	-11%
Total number of low-income students enrolled.	360	(14)	518	(15)	+44%	486	(14)	411	(25)	-15%
Total number of students who met the academic requirements for completing the programs.	267	(13)	518	(17)	+94%	234	(12)	439	(23)	+88%
Total number of low-income students who met the academic requirements for completing the programs.	251	(12)	474	(13)	+89%	186	(11)	500	(20)	+169%

QUANTITATIVE CHANGES IN CHARACTERISTICS OF SPECIAL GROUP PROGRAMS
(Four-Year Institutions)

TABLE III-22

CHARACTERISTICS OF PROGRAMS	ALL FOUR-YEAR INSTITUTIONS				
	Before AIDP $\overline{X}$	(N)	End FY 1978 $\overline{X}$	(N)	Percent Change
Proportion of students enrolled in special group programs who are also low-income.	95	(40)	53	(40)	-44%
Proportion of students meeting requirements for program.	*		54	(41)	*

* Information not available.

QUANTITATIVE CHANGES IN CHARACTERISTICS OF SPECIAL GROUP PROGRAMS BY SIZE OF INSTITUTIONS

(Four-Year Institutions)

TABLE III-23

CHARACTERISTICS OF PROGRAMS	SMALL INSTITUTIONS*			LARGE INSTITUTIONS*		
	Before AIDP Award $\bar{X}$ (N)	End FY 1978 $\bar{X}$ (N)	Percent Change	Before AIDP Award $\bar{X}$ (N)	End FY 1978 $\bar{X}$ (N)	Percent Change
Total number of students enrolled.	28 (18)	123 (13)	+339%	121 (14)	306 (18)	+153%
Total number of low-income students enrolled.	29 (16)	137 (12)	+372%	61 (12)	219 (16)	+259%
Total number of students who met the academic requirements for completing the programs.	10 (18)	52 (12)	+420%	98 (12)	172 (15)	+76%
Total number of low-income students who met the academic requirements for completing the programs.	10 (16)	42 (12)	+320%	31 (11)	113 (15)	+265%

* Small Institution = Lowest third in enrollment size.
Large Institution = Highest third in enrollment size.

QUANTITATIVE CHANGES IN CHARACTERISTICS OF SPECIAL GROUP PROGRAMS BY YEARS IN AID PROGRAM

(Four-Year Institutions)

TABLE III-24

CHARACTERISTICS OF PROGRAMS	PARTICIPATED IN AIDP TWO YEARS					PARTICIPATED IN AIDP FOUR YEARS				
	Before AIDP Award $\bar{X}$	(N)	End FY 1978 $\bar{X}$	(N)	Percent Change	Before AIDP Award $\bar{X}$	(N)	End FY 1978 $\bar{X}$	(N)	Percent Change
Total number of students enrolled.	92	(9)	209	(14)	+127%	52	(12)	375	(14)	+621%
Total number of low-income students enrolled.	60	(9)	195	(12)	+225%	47	(12)	287	(13)	+510%
Total number of students who met the academic requirements for completing the programs.	38	(9)	137	(11)	+99%	20	(12)	163	(12)	+750%
Total number of low-income students who met the academic requirements for completing the programs.	33	(9)	119	(11)	260%	17	(12)	82	(12)	+380%

D. STUDENT PERSONNEL SERVICES
(Two-Year Institutions)

FINDINGS

Effective student personnel services is an indispensable criteria in developing the low-income student for future academic and professional success. AIDP-funding has made possible improvements in these services for this type of student and simutaneously for all students within the grant institution.

Student enrollment in two-year AIDP institutions has increased in 1977-78 to a 5,748 head count, or a 17 percent increase since the AIDP award period. The student services programs have also increased by 57 percent, with an average of 11 programs at each institution. AIDP grant money has been responsible for developing over one-third of these programs. Institutions report all are fully operational at the end of 1977-78 (*Table III-25*).

While the number of students in both the small and large schools increased by approximately the same percentage (18 percent and 15 percent, respectively), the smaller schools witnessed a 44 percent increase in number of student service professionals hired, but the large schools did not observe an increase in total professional persons or staff. These large schools, however, improve the ratio of professional counselors to both daytime and nighttime students. The smaller schools did have a 21 percent decrease in the nighttime professional staff (or 1:280 ratio), but an increase of 19 percent for daytime students (*Table III-26*).

The schools in the AIDP program for two years have shown an enrollment increase of 92 percent, with a 63 percent increase in the number of professional persons assigned to student personnel services. Those in AIDP for four years have seen a slight enrollment increase of .9 percent, but have also reported a 27 percent increase or an average of 19 professionals assigned to this area (*Table III-27*).

Effective student placement services are essential in improving job opportunities for students. The AIDP institutions report a significant 46 percent increase in the total number of students served by the college's placement services, and an extremely high proportion of low-income students placed in jobs – an 87 percent increase since the beginning of their AIDP grant (*Table III-28*).

The number of low-income graduates placed in jobs is also high, with an 88 percent increase during the AIDP period, while the total number of graduates placed is 46 percent. This low percentage may be due to the larger number of students not of the low-income group who may be transferring to a four-year institution instead of seeking employment after graduation. The low number of graduates placed in jobs by departments outside the placement service indicates the centralization of these services at the college. Future success of placement offices may depend on the contribution of faculty and other student service offices to their programs, but the placement offices at present appear to be quite successful in their attempts (Table III-28).

The large institutions report greater success in placement of students, for both those enrolled and graduates. The smaller schools improved in all areas of placement except in placement of graduates, which may either indicate the need for improved services or the trend of students to go on to a four-year school and not seek jobs. Both large and small schools experienced success in placement of low-income students while enrolled. In offering upward career mobility to this group through job placement, this high percentage reflects one of the major goals of the AIDP legislation (*Table III-29*).

The more recently funded schools have had phenominal success in placing students in jobs while enrolled and also increased success in the placement of graduates. (*Table III-30*).

CONCLUSIONS

More student services programs have been initiated in AIDP institutions' and a high proportion of new programs are being funded with AIDP monies. The number of professionals employed in this field has also increased, especially in the smaller institutions. The daytime counselor/student ratio has decreased in both large and small institutions while the nighttime ratio has remained higher in the smaller schools.

Those schools in AIDP for four years observed a lower counselor/student ratio for both day and nighttime classes, suggesting the benefits of AIDP participation in recognizing the role of counselors in achieving academic success for students.

There will be an increased need for a more favorable night program counselor/student ratio with areas of expertise in financial assistance counseling, social service referral, adult counseling, and all the traditional academic and personal counseling areas. Some of the factors contributing to the need for more favorable counselor/student ratios are:

- *Increased interest of low-income students in education;*
- *The greater need of low-income students for comprehensive counseling services;*
- *Increased interest of special groups with unique counseling needs (e.g., mid-career changes, senior citizens, women, handicapped, special occupational area);*
- *Economic conditions, including tuition increases necessitating increased night program attendance of students who would otherwise be regular day students; and*
- *The larger number of students per FTE for the night program.*

Job placement has been particularly effective with the low-income student groups, both while enrolled and after graduation in small and large institutions alike.

The area that received low percentages of change or witnessed decreased success was the number of graduates placed. This low number either reflects a low number of students applying for jobs immediately after graduation because of transferring to four-year schools, or demonstrates the difficulty of placing students in full-time, as opposed to part-time, jobs while they are enrolled.

STUDENT PERSONNEL SERVICES
STAFFING RESOURCES
(Two-Year Institutions)

TABLE III-25

CHARACTERISTICS OF PROGRAMS	ALL TWO–YEAR INSTITUTIONS								
	Before AIDP Award $\overline{X}$ (N)		End FY 1978 $\overline{X}$ (N)		% Change	$\overline{X}$ (N) AIDP as of FY 1978		$\overline{X}$(N) of AIDP Programs Fully Operational	
Total number of distinct student services programs.	7	(33)	11	(33)	+57	3	(32)	3	(32)

STUDENT PERSONNEL SERVICES
STAFFING RESOURCES BY SIZE OF INSTITUTION
(Two-Year Institutions)

TABLE III-26

CHARACTERISTICS OF PROGRAMS	SMALL INSTITUTIONS*			LARGE INSTITUTIONS*		
	Before AIDP Award X̄ (N)	End FY 1978 X̄ (N)	% Change	Before AIDP Award X̄ (N)	End FY 1978 X̄(N)	% Change
FTE number of professional persons assigned to student personnel services.	9 (20)	13 (20)	+44	63 (13)	63 (14)	–
Daytime professional counselor-daytime student head count rates.	506 (19)	418 (19)	–17	758 (13)	625 (14)	–18
Nightime professional counselor-nightime student head count rates.	232 (15)	280 (15)	+21	1101 (7)	975 (11)	–11

*Small = The lowest third in enrollment size.
*Large = The upper third in enrollment size.

STUDENT PERSONNEL SERVICES
STAFFING RESOURCES BY YEAR IN AID PROGRAM
(Two-Year Institutions)

TABLE III-27

CHARACTERISTICS OF PROGRAMS	PARTICIPATED IN AIDP TWO YEARS			PARTICIPATED IN AIDP FOUR YEARS		
	Before AIDP Award $\bar{X}$ (N)	End FY 1978 $\bar{X}$ (N)	% Change	Before AIDP Award $\bar{X}$ (N)	End FY 1978 $\bar{X}$ (N)	% Change
FTE number of professional persons assigned to student personnel services.	11 (5)	18 (7)	+63	15 (7)	19 (7)	+27
Daytime professional counselor-daytime student head count rates.	439 (6)	363 (7)	–17	635 (7)	492 (7)	–23
Nightime professional counselor-nighttime student head count rates.	0 (4)	320 (5)	–	591 (4)	510 (5)	–14

STUDENT PERSONNEL SERVICES
JOB PLACEMENT BY INSTITUTIONAL PLACEMENT SERVICES
(Two-Year Institutions)

TABLE III-28

CHARACTERISTICS OF PROGRAMS	ALL TWO-YEAR INSTITUTIONS				
	Before AIDP $\bar{x}$	(N)	End FY 1978 $\bar{x}$	(N)	% Change
Total number of students placed in jobs by college's placement services.	177	(21)	259	(25)	+46
Proportion of low-income students who were placed in jobs.	102	(18)	191	(22)	+87
Total number of graduates placed in jobs by college's job placement services.	196	(19)	203	(23)	+ 3
Proportion of graduates (formerly low-income students) placed in jobs.	56	(15)	105	(18)	+88
Total number of graduates placed in jobs by other departments than the college's placement service.	150	(16)	145	(14)	– 3

STUDENT PERSONNEL SERVICES
JOB PLACEMENT BY INSTITUTIONAL PLACEMENT SERVICES BY SIZE OF INSTITUTIONS
(Two-Year Institutions)

TABLE III-29

CHARACTERISTICS OF PROGRAMS	SMALL INSTITUTIONS*					LARGE INSTITUTIONS*				
	Before AIDP Award $\bar{X}$(N)		End FY 1978 $\bar{X}$ (N)		% Change	Before AIDP Award $\bar{X}$ (N)		End FY 1978 $\bar{X}$ (N)		% Change
Total number of students placed in jobs by college's placement services while enrolled.	152	(12)	187	(15)	+23	210	(9)	366	(10)	+74
Number of low-income students who were placed in jobs while enrolled.	76	(12)	130	(14)	+71	153	(6)	297	(8)	+94
Total number of graduates placed in jobs by colleges' job placement services.	249	(12)	230	(14)	– 7	104	(7)	160	(9)	+34
Number of graduates (formerly low-income students) placed in jobs.	63	(11)	112	(12)	+77	37	(4)	92	(6)	+149

* Small = The lowest third in enrollment size.

* Large = The upper third in enrollment size.

STUDENT PERSONNEL SERVICES
JOB PLACEMENTS BY INSTITUTIONAL PLACEMENT SERVICES
BY YEARS IN AID PROGRAM
(Two-Year Institutions)

TABLE III-30

CHARACTERISTICS OF PROGRAMS	PARTICIPATED IN AIDP TWO YEARS			PARTICIPATED IN AIDP FOUR YEARS		
	Before AIDP Award $\overline{X}$ (N)	End FY 1978 $\overline{X}$ (N)	% Change	Before AIDP Award $\overline{X}$ (N)	End FY 1978 $\overline{X}$ (N)	% Change
Total number of students placed in jobs by college's placement services while enrolled.	0 (1)	357 (2)	(a)	189 (5)	246 (7)	+43
Number of low-income students who were placed in jobs while enrolled.	0 (1)	175 (2)	(a)	138 (5)	143 (6)	+4
Total number of graduates placed in jobs by college's job placement services.	637 (3)	791 (3)	+24	136 (4)	121 (6)	–11
Number of graduates (formerly low-income students) placed in jobs.	129 (2)	154 (2)	+19	53 (3)	52 (4)	– 2

(a) = Increase too high to be indicated by %.

D. STUDENT PERSONNEL SERVICES
(Four-Year Institutions)

FINDINGS

Student enrollment in institutions participating in AIDP has increased in 1977-78 to a 3,305 head count enrollment, an average increase of 40 percent. Student Services programs at the same time have increased 22 percent, with an average of 11 programs per institution in 1977-78. Forty-seven percent of these programs are funded by AIDP, of which 56 percent are fully operational (***Table III-31***). Both large and small institutitutions report similar percentages of fully operational programs. Institutions in AIDP for four years reported higher proportions of fully operational student services programs.

The number of professional persons assigned to student personnel services has increased 17 percent over the period of AIDP participation. The ratio of professional counselors to daytime students has dropped 17 percent to an average of 1:590. The ratio of professional counselors to nighttime students has significantly increased 74 percent to 1:518, which could reflect largely increasing nighttime student enrollments. The nighttime ratio remained lower, however, than the daytime ratio. This may be related to the fact that a number of institutions employ one nighttime counselor for whatever students are enrolled, thus bringing down the average, including the institutions with small enrollments with one counselor (***Table III-32***).

Large institutions reported higher numbers of professionals as well as higher counselor-student ratios. Large institutions reflect decreases in numbers of professionals assigned to student services, decreases in the daytime counselor-student ratios, and increases in nighttime ratios. While the daytime ratio has improved, it is not as low as that reported by small institutions. This may reflect attempts of large institutions to offer more personalized counseling services to students. Small institutions have increased the number of professionals in student personnel services by 30 percent over the grant period of AIDP. This has resulted in a two percent drop in counselor-student ratios, suggesting that these professionals are working in areas other than counseling (***Table III-33***).

Institutions participating in AIDP for two years and four years both reported increases in the number of student services professionals. Institutions in AIDP for two years report a larger drop in the daytime counselor-student ratio (38 percent) than those in AIDP four years (42 percent). This may point to a concern for counseling efforts which are a part of a large number of AIDP plans. This counseling thrust may result in the employment of a larger number of counselors initially in the grant period who are shifted to other duties with experience in AIDP (***Table III-34***).

Student placement services are important in the realization of upward career mobility for students. Student placement increased by 15 percent. The proportion of low-income students placed was 17 percent. Student employment can often lead to future employment and can help meet the financial needs of enrolled students. The number of graduates placed increased even more (27 percent); four percent of these were low-income students. In addition to the placement office, other divisions are more actively placing students in jobs, thus increasing placements 12 percent over the period of AIDP participation. Low-income students and graduates have been served by placement efforts; 73 percent of students placed and 71 percent of graduates placed were low-income. This attention to low-income student graduate opportunities and upward career mobility represent major thrusts of the AIDP legislation (*Table III-35*).

Small and large institutions reflected similar patterns for placement services — with increases in all areas. Placements of students in jobs represented a larger increase for small institutions, and percentages of low-income student placements in jobs while enrolled were similar for large and small. Large institutions reported higher increases in numbers of students placed, and small schools evidenced more low-income graduates placed in jobs. Percentage differentials in graduate placement are not large enough to represent significant differences. It does appear, however, that in small institutions larger increases in numbers of students placed in jobs have occurred, though large institutions place larger numbers of students (*Table III-36*).

Institutions in AIDP four years reported increases in all areas of student-graduate placements in jobs. Institutions in AIDP two years reported decreases in the number of graduates placed in jobs. This may be an indirect effect of adding new career programs in small institutions, thus assisting in student placements in jobs, but requiring several years for graduate placements. Since last year's study reported more decreases in placements, the effect of the overall economy may be an important influence over and above participation in AIDP (*Table III-37*).

CONCLUSIONS

Student personnel services have increased through AIDP participation along with the number of professionals in the field employed. Two results have occurred including drops in the counselor-student ratios and increases in the numbers of students and graduates securing employment through institutional efforts. Low-income students represent significant numbers and proportions of students and graduates securing jobs. There is also evidence that other areas of the institution are actively securing jobs for graduates, a pratice which has become more common during the years of AIDP participation.

It appears that length of AIDP participation is a positive influence on institutional efforts to secure jobs for students and graduates. It also appears that AIDP participation is related to increases in persons involved in student personnel services and in turn to effects this may have on student support services. Evidence in other areas of student support that may be related to both placement and counseling functions was not collected.

Both large and small institutions were increasingly successful in securing jobs for students. Evidence suggests that large institutions have been more successful in lowering counselor-student ratios.

STUDENT PERSONNEL SERVICES
STAFFING RESOURCES
(Four-Year Institutions)

TABLE III-31

CHARACTERISTICS OF PROGRAMS	ALL FOUR-YEAR INSTITUTIONS						
	Before AIDP Award $\overline{X}$	(N)	End FY 1978 $\overline{X}$	(N)	Percent Change	% AIDP as of FY 1978	% of AIDP Programs Fully Operational
Total number of distinct student services programs.	9	(79)	11	(74)	+22%	47%	56%

STUDENT PERSONNEL SERVICES
STAFFING RESOURCES FOR STUDENT DEVELOPMENT
(Four-Year Institutions)

TABLE III-32

CHARACTERISTICS OF PROGRAMS	ALL FOUR-YEAR INSTITUTIONS				
	Before AIDP $\overline{X}$	(N)	End FY 1978 $\overline{X}$	(N)	Percent Change
FTE number of professional persons assigned to student personnel services.	18	(76)	21	(75)	+17%
Daytime professional counselor-daytime student head count rates.	715	(71)	590	(72)	-17%
Nighttime professional counselor-nighttime student head count rates.	297	(51)	518	(48)	+74%

STUDENT PERSONNEL SERVICES
STAFFING RESOURCES BY SIZE OF INSTITUTIONS
(Four-Year Institutions)

TABLE III-33

CHARACTERISTICS OF PROGRAMS	SMALL INSTITUTIONS*			LARGE INSTITUTIONS*		
	Before AIDP Award $\bar{X}$ (N)	End FY 1978 $\bar{X}$ (N)	Percent Change	Before AIDP Award $\bar{X}$ (N)	End FY 1978 $\bar{X}$ (N)	Percent Change
FTE number of professional persons assigned to student personnel services.	10 (24)	13 (23)	+30%	32 (25)	30 (24)	-6%
Daytime professional counselor-daytime student head count rates.	470 (21)	459 (22)	-2%	1,048 (24)	639 (23)	-39%
Nighttime professional counselor-nighttime student head count rates.	254 (12)	385 (11)	+52%	311 (18)	565 (17)	+82%

* Small Institution = The lowest third in enrollment size.
Large Institution = The upper third in enrollment size.

STUDENT PERSONNEL SERVICES
STAFFING RESOURCES BY YEARS IN AID PROGRAM
(Four-Year Institutions)

TABLE III-34

CHARACTERISTICS OF PROGRAMS	PARTICIPATED IN AIDP TWO YEARS					PARTICIPATED IN AIDP FOUR YEARS				
	Before AIDP Award $\bar{X}$	(N)	End FY 1978 $\bar{X}$	(N)	Percent Change	Before AIDP Award $\bar{X}$	(N)	End FY 1978 $\bar{X}$	(N)	Percent Change
FTE number of professional persons assigned to student personnel services.	17	(17)	19	(19)	+12%	18	(20)	21	(25)	+17%
Daytime professional counselor-daytime student head count rates.	819	(16)	511	(19)	-38%	710	(19)	679	(23)	-4%
Nighttime professional counselor-nighttime student head count rates.	307	(11)	425	(11)	+38%	257	(18)	381	(19)	+48%

STUDENT PERSONNEL SERVICES
JOB PLACEMENTS BY INSTITUTIONAL PLACEMENT SERVICES
(Four-Year Institutions)

TABLE III-35

CHARACTERISTICS OF PROGRAMS	ALL FOUR-YEAR INSTITUTIONS				
	Before AIDP $\overline{X}$	(N)	End FY 1978 $\overline{X}$	(N)	Percent Change
Total number of students placed in jobs by college's placement services.	209	(55)	241	(57)	+15%
Proportion of low-income students who were placed in jobs.	56	(48)	73	(47)	+17%
Total number of graduates placed in jobs by college's job placement services.	131	(60)	167	(53)	+27%
Proportion of graduates (formerly low-income students) placed in jobs.	68	(48)	71	(46)	+4%
Total number of graduates placed in jobs by other departments than the colleges' placement service.	58	(37)	65	(31)	+12%

STUDENT PERSONNEL SERVICES
JOB PLACEMENTS BY INSTITUTIONAL PLACEMENT SERVICES BY SIZE OF INSTITUTIONS
(Four-Year Institutions)

TABLE III-36

CHARACTERISTICS OF PROGRAMS	SMALL INSTITUTIONS*			LARGE INSTITUTIONS*		
	Before AIDP Award $\bar{X}$ (N)	End FY 1978 $\bar{X}$ (N)	Percent Change	Before AIDP Award $\bar{X}$ (N)	End FY 1978 $\bar{X}$ (N)	Percent Change
Total number of students placed in jobs by colleges' placement services while enrolled.	69 (18)	116 (16)	+68%	314 (19)	414 (17)	+32%
Number of low-income students who were placed in jobs while enrolled.	42 (15)	67 (16)	+60%	210 (16)	354 (15)	+69%
Total number of graduates placed in jobs by colleges' job placement services.	43 (19)	46 (14)	+7%	246 (21)	289 (19)	+17%
Number of graduates (formerly low-income students) placed in jobs.	24 (16)	32 (13)	+33%	182 (15)	227 (16)	+25%

* Small Institution = The lowest third in enrollment size.
Large Institution = The upper third in enrollment size.

STUDENT PERSONNEL SERVICES
JOB PLACEMENTS BY INSTITUTIONAL PLACEMENT SERVICES
BY YEARS IN AID PROGRAM
(Four-Year Institutions)

TABLE III-37

CHARACTERISTICS OF PROGRAMS	PARTICIPATED IN AIDP TWO YEARS			PARTICIPATED IN AIDP FOUR YEARS		
	Before AIDP Award $\bar{X}$ (N)	End FY 1978 $\bar{X}$ (N)	Percent Change	Before AIDP Award $\bar{X}$ (N)	End FY 1978 $\bar{X}$ (N)	Percent Change
Total number of students placed in jobs by colleges' placement services while enrolled.	226 (10)	250 (11)	+11%	230 (17)	233 (21)	+1%
Number of low-income students who were placed in jobs while enrolled.	113 (8)	118 (9)	+4%	163 (17)	241 (19)	+48%
Total number of graduates placed in jobs by colleges' job placement services.	160 (11)	142 (11)	-11%	142 (18)	178 (23)	+18%
Number of graduates (formerly low-income students) placed in jobs.	121 (10)	93 (10)	-23%	105 (15)	146 (19)	+39%

D. CONTINUING EDUCATION
(Two-Year Institutions)

FINDINGS

Continuing education programs have been specifically planned to aid institutional efforts in supplying adults with educational choices to improve their skills while earning college credit. Continuing education courses served to increase institutional enrollments and to meet the demonstrated needs of the community in which continuing educational facilities are located.

An average of three needs assessment studies were initially undertaken by each institution in particular communities to identify special interests among segments of the population (*Table III-38*). The results indicated a 200 percent increase in needs assessment studies during the AIDP grant period. The number of degree credit courses offered in continuing education programs on campus decreased by nine percent during the grant period, while the number of degree credit courses off campus increased by 85 percent. The number of students enrolled in degree credit courses both on and off campus increased significantly both on campus (87 percent) and off campus (114 percent). There was a marked decrease in the number of low-income students served in both on- and off-campus facilities. This may be a result of a large number of these students electing to attend four-year institutions rather than two-year colleges or universities.

The number of off-campus instructional sites increased by 150 percent. This is perhaps a direct result of the large number of students deciding to attend classes at sites off campus rather than on. Off-campus sites are perhaps closer to home. The number of students enrolled in non-degree activities decreased by 17 percent, while the number of low-income students continued to decrease in the same manner as those low-income students enrolled in credit granting courses. The increase in courses not leading to degrees may be a direct result of increased institutional interest in career opportunities and activities aimed at improving academic skills and lifelong learning. Institutions are finding that they must speak to the needs of a population that is becoming more and more aware of the need for continuing education not only for degrees but for technical skills, personal growth, and development.

Smaller institutions appear to be more concerned with expanding and increasing the number of continuing education activities and programs than larger institutions (*Table III-39*). This may be because smaller institutions seek to increase their enrollments by designing institutional activities which appeal to a larger segment of the population; larger institutions appear to emphasize the maintenance and improvement of existing programs.

Larger institutions have shown a larger percentage change in the number of off-campus courses (Table III-39). This is perhaps a result of larger institutions having the available funds and resources to expand these activities. Larger schools evidenced a substantial decrease in continuing education courses on campus as a direct result of the movement toward more off-campus activities.

Smaller institutions show a significant gain in activities aimed at low-income students. The number of low-income students involved in both on- and off-campus activities increased significantly since the beginning of the AIDP grant. This is probably a result of smaller institutions providing more intensive personalized instructional programs resulting in a higher retention rate for low-income students and the availability of financial aid. Smaller institutions had a higher retention rate than larger institutions. Smaller institutions also evidenced a higher percentage of persons served in non-degree credit activities.

There was no significant difference in increase in the number of continuing educational programs between institutions which had been in the AIDP grant program four years or more and colleges in the program two years or less. This data does suggest, however, that younger institutions are actively developing programs that will meet the needs of the institutional community. Older institutions are experiencing a leveling off of continuing education programs. This is perhaps a direct result of older institutions choosing to refine and maintain existing programs (*Table III-40*).

CONCLUSIONS

Two-year institutions are experiencing a decrease in the number of degree credit courses offered on campus. At the same time, the number of degree credit courses offered off-campus continued to increase significantly. This is an indication of the commitment of institutions to meet the demonstrated needs of students and to develop an educational services delivery system more responsive to constituents. Off-campus instructional sites and courses have increased significantly. This clearly demonstrates the positive effects of the AIDP grant; meeting identified institutional needs.

There was an increase in the total number of students served in continuing educational activities. This illustrates an area of continued and increasing institutional need to respond to community needs. With the help of the AIDP grant and similar activities, institutions can continue to meet this and other identified community needs. Because of a need for continuing educational opportunities, institutions must recognize their mandate to meet this need.

The decrease in low-income students also points out an area of concern for institutions. The soaring cost of postsecondary education is perhaps a contributing factor. Still, institutions must develop strategies designed to make postsecondary available to every segment of the existing community.

QUANTITATIVE CHARACTERISTICS OF CONTINUING EDUCATION PROGRAMS
(Two-Year Institutions)

TABLE III-38

CHARACTERISTICS OF PROGRAMS	ALL TWO-YEAR INSTITUTIONS		
	Before AIDP $\overline{X}$ (N)	End FY 1978 $\overline{X}$ (N)	% Change
Number of studies that have been conducted to identify special interests and/or desires among different segments of the population for degree credit educational programs.	1 (28)	3 (30)	+200
Number of degree credit continuing education courses on campus.	87 (23)	79 (24)	–9
Number of degree credit continuing education courses off campus.	42 (22)	78 (22)	+ 85
Number of off-campus degree credit instructional sites.	4 (23)	10 (22)	+ 150
Number of persons (heads) enrolled in degree credit courses on campus.	422 (22)	790 (23)	+ 87
Number of persons (heads) enrolled in degree credit courses off campus.	488 (22)	1047 (22)	+ 114
Estimated number of low-income and/or disadvantaged persons (heads) enrolled in degree credit continuing education courses on campus.	158 (17)	157 (19)	– .6
Estimated number of low-income and/or disadvantaged persons (heads) enrolled in degree credit continuing education courses off campus.	264 (18)	214 (18)	–18
Number of non-degree credit activities.	128 (19)	165 (22)	+ 30
Number of persons served in non-degree credit activities.	2690 (16)	2231 (18)	–17
Estimated number of low-income and/or disadvantaged persons (heads) enrolled in non-degree credit activities.	1420 (10)	1103 (12)	–22

QUANTITATIVE CHARACTERISTICS OF CONTINUING EDUCATION PROGRAMS BY SIZE OF INSTITUTIONS

(Two-Year Institutions)

TABLE III-39

CHARACTERISTICS OF PROGRAMS	SMALL INSTITUTIONS*			LARGE INSTITUTIONS*		
	Before AIDP Award $\bar{X}$ (N)	End FY 1978 $\bar{X}$ (N)	% Change	Before AIDP Award $\bar{X}$ (N)	End FY 1978 $\bar{X}$ (N)	% Change
Number of studies that have been conducted to identify special interests and/or desires among different segments of the population for degre credit educational programs.	1 (17)	1 (18)	0	0 (11)	6 (12)	+600
Number of degree credit continuing education courses on campus.	14 (16)	28 (17)	+100	254 (7)	204 (7)	–19
Number of degree credit continuing education courses off campus.	28 (15)	36 (15)	+ 29	71 (7)	167 (7)	+135
Number of off-campus degree credit instructional sites.	3 (15)	5 (15)	+ 66	7 (8)	21 (7)	+200
Number of persons (heads) enrolled in degree credit courses on campus.	118 (15)	224 (17)	+ 89	1072 (7)	2392 (6)	+123
Number of persons (heads) enrolled in degree credit courses off campus.	207 (15)	305 (15)	+47	1090 (7)	2637 (7)	+141
Estimated number of low-income and/or disadvantaged persons (heads) enrolled in degree credit continuing education courses on campus.	15 (12)	58 (12)	+286	504 (5)	432 (5)	–14
Estimated number of low-income and/or disadvantaged persons (heads) enrolled in degree credit continuing education courses off campus.	57 (13)	129 (14)	+126	802 (5)	511 (4)	–36
Number of non-degree credit activities.	173 (11)	219 (14)	+26	30 (6)	71 (8)	+136
Number of persons served in non-degree credit activities.	2183 (11)	2585 (12)	+18	3806 (5)	1522 (6)	–60

* Small = The lowest third in enrollment size.   * Large = The upper third in enrollment size.

QUANTITATIVE CHARACTERISTICS OF CONTINUING EDUCATION PROGRAMS – BY YEARS OF AIDP PARTICIPATION
(Two-Year Institutions)

TABLE III-40

CHARACTERISTICS OF PROGRAMS	PARTICIPATED IN AIDP TWO YEARS			PARTICIPATED IN AIDP FOUR YEARS		
	Before AIDP Award $\bar{X}$ (N)	End FY 1978 $\bar{X}$ (N)	% Change	Before AIDP Award $\bar{X}$ (N)	End FY 1978 $\bar{X}$ (N)	% Change
Number of studies that have been conducted to identify special interests and/or desires among different segments of the population for degreee credit educational programs.	2 (6)	4 (7)	+100	4 (5)	1 (6)	+75
Number of degree credit continuing education courses on campus.	2 (5)	83 (7)	(a)	168 (5)	183 (5)	+ 8
Number of degree credit continuing education courses, off campus.	0 (3)	15 (4)	(a)	96 (5)	183 (6)	+90
Number of off-campus degree credit instructional sites.	0 (3)	19 (4)	(a)	4 (5)	15 (5)	+275
Number of persons (heads) enrolled in degree credit courses on campus.	41 (4)	1136 (6)	(a)	521 (4)	1632 (5)	+213
Number of persons (heads) enrolled in degree credit courses off campus.	18 (4)	1552 (5)	(a)	1238 (4)	1950 (5)	+57
Estimated number of low-income and/or disadvantaged persons (heads) enrolled in degree credit continuing education courses on campus.	1 (2)	540 (3)	(a)	104 (5)	112 (5)	+ 7
Estimated number of low-income and/or disadvantaged persons (heads) enrolled in degree credit continuing education courses off campus.	0 (2)	635 (3)	(a)	742 (5)	183 (4)	–75
Number of non-degree credit activities.	124 (4)	202 (6)	+62	59 (4)	51 (5)	–14
Number of persons served in non-degree credit activities.	4359 (2)	3922 (4)	–10	3454 (4)	1184 (5)	–65

(a) = Increases too high to be indicated by %.

D. CONTINUING EDUCATION
(Four-Year Institutions)

FINDINGS

Continuing education programs enable institutions to provide adults with the opportunity to enhance their education while receiving college credit. They serve career enhancement, remedial, and enrichment needs. At the same time, continuing education programs attract new students and increase institutional enrollments and revenues.

An average of three needs assessment studies have been conducted in communities, representing a 113 percent increase during AIDP grant periods. The number of degree credit courses in continuing education increased 127 percent to an average of 75. Off-campus courses remained the same (an average of 27). Student enrollment increased significantly both on and off campus (196 percent and 222 percent, respectively). Low-income students increased largely at off-campus sites, actually reducing the number of low-income students reported enrolled in continuing education courses on campus. It may be expected that low-income persons would be more attracted to off-campus sites located closer to their homes (*Table III-41*).

The number of off-campus instructional sites increased by 19 percent during the period of AIDP participation, matching the large increases in off-campus enrollments. This may be a result of the needs assessments conducted during AIDP participation (Table III-41).

Non-degree credit activities increased 60 percent as well, with 80 percent of the enrollments listed as low-income persons. Increases in non-degree credit activities may be an indirect result of AIDP career credit programs and resultant expertise in non-academic areas. It may also be the result of a larger concern and involvement in community affairs and a recognition of potential students desiring to further their experience and education (Table III-41).

Increases in continuing education programs are more evident among small institutions than large. This may be related to the fact that greater numbers of large institutions appear to be located in more urban areas in close proximity to two-year institutions which offer continuing education services and fulfill some community needs; the more isolated smaller institutions may fill these needs themselves (*Table III-42*).

Longer years of AIDP participation appear to be reflected in increases of continuing education courses and student enrollments, and off-campus instructional sites. There is some evidence that institutions may begin developing continuing education programs with non-degree credit activities and later replacing or supplementing them with AIDP-related degree credit activities (*Table III-43*).

CONCLUSIONS

Large increases were reported in the number of continuing education courses and in student enrollments in these courses throughout AIDP participation. Institutions participating in AIDP for four years evidenced generally larger increases in the continuing education area. Increases in off-campus sites and off-campus courses may indicate a tendency of four-year institutions to include less previously involved publics. Smaller institutions showed more growth of continuing education activities, both in increased course offerings and student enrollments.

Since a number of AIDP-funded programs do not include activities specifically involving continuing education areas, a portion of the increases may not be considered as direct effects of AIDP participation, but indirect effects. AIDP can result in indirect effects in at least two ways: (1) freeing institutional personnel with time to direct their attention and energies in new areas; and (2) initiating a creative thrust on campus which affects not only AIDP but all institutional programs.

QUANTITATIVE CHARACTERISTICS OF CONTINUING EDUCATION PROGRAMS
(Four-Year Institutions)

TABLE III-41

CHARACTERISTICS OF PROGRAMS	ALL FOUR-YEAR INSTITUTIONS		
	Before AIDP $\bar{X}$ (N)	End FY 1978 $\bar{X}$ (N)	Percent Change
Number of studies that have been conducted to identify special interests and/or desires among different segments of the population for degree credit educational programs.	1.5 (57)	3.2 (53)	+113%
Number of degree credit continuing education courses on campus.	33 (56)	75 (52)	+127%
Number of degree credit continuing education courses off campus.	27 (56)	27 (51)	–
Number of off-campus degree credit instructional sites.	4.3 (56)	5.1 (52)	+19%
Number of persons (heads) enrolled in degree credit courses on campus.	157 (51)	465 (49)	+196%
Number of persons (heads) enrolled in degree credit courses off campus.	285 (49)	919 (48)	+222%
Estimated number of low-income and/or disadvantaged persons (heads) enrolled in degree credit continuing education courses on campus.	75 (41)	29 (40)	-61%
Estimated number of low-income and/or disadvantaged persons (heads) enrolled in degree credit continuing education courses off campus.	29 (42)	40 (40)	+38%
Number of non-degree credit activities.	20 (53)	32 (52)	+60%
Number of persons served in non-degree credit activities.	612 (54)	609 (49)	-1%
Estimated number of low-income and/or disadvantaged persons (heads) enrolled in non-degree credit activities.	41 (49)	82 (40)	+100%

QUANTITATIVE CHARACTERISTICS OF CONTINUING EDUCATION PROGRAMS BY YEARS OF AIDP PARTICIPATION

(Four-Year Institutions)

TABLE III-42

CHARACTERISTICS OF PROGRAMS	PARTICIPATED IN AIDP TWO YEARS			PARTICIPATED IN AIDP FOUR YEARS		
	Before AIDP Award $\bar{X}$ (N)	End FY 1978 $\bar{X}$ (N)	Percent Change	Before AIDP Award $\bar{X}$ (N)	End FY 1978 $\bar{X}$ (N)	Percent Change
Number of studies that have been conducted to identify special interests and/or desires among different segments of the population for degree credit educational programs.	1.6 (10)	2.1 (11)	+31%	2.4 (18)	5.4 (19)	+125%
Number of degree credit continuing education courses on campus.	46 (11)	6.7 (12)	+46%	47 (18)	91 (17)	+94%
Number of degree credit continuing education courses off campus.	34 (11)	39 (11)	+15%	6 (18)	25 (17)	+316%
Number of off-campus degree credit instructional sites.	2.2 (10)	3.3 (12)	+50%	1.2 (18)	4.8 (17)	+300%
Number of persons (heads) enrolled in degree credit courses on campus.	188 (10)	315 (11)	+68%	201 (15)	616 (17)	+206%
Number of persons (heads) enrolled in degree credit courses off campus.	299 (10)	286 (10)	-4%	23 (14)	198 (16)	+760%
Estimated number of low-income and/or disadvantaged persons (heads) enrolled in degree credit continuing education courses on campus.	39 (9)	44 (9)	+13%	532 (15)	571 (15)	+7%
Estimated number of low-income and/or disadvantaged persons (heads) enrolled in degree credit continuing education courses off campus.	70 (9)	74 (9)	+6%	99 (16)	67 (15)	-32%
Number of non-degree credit activities.	11 (11)	20 (42)	+82%	12 (16)	40 (17)	+23%
Number of persons served in non-degree credit activities.	192 (10)	328 (10)	+71%	669 (16)	491 (16)	-27%

QUANTITATIVE CHARACTERISTICS OF CONTINUING EDUCATION PROGRAMS BY SIZE OF INSTITUTIONS

(Four-Year Institutions)

TABLE III-43

CHARACTERISTICS OF PROGRAMS	SMALL INSTITUTIONS*			LARGE INSTITUTIONS*		
	Before AIDP Award $\bar{X}$ (N)	End FY 1978 $\bar{X}$ (N)	Percent Change	Before AIDP Award $\bar{X}$ (N)	End FY 1978 $\bar{X}$ (N)	Percent Change
Number of studies that have been conducted to identify special interests and/or desires among different segments of the population for degree credit educational programs.	.6 (19)	1.8 (16)	+200%	3 (19)	3 (19)	+100%
Number of degree credit continuing education courses on campus.	18 (17)	48 (16)	+166%	54 (20)	89 (18)	+65%
Number of degree credit continuing education courses off campus.	7 (17)	12 (13)	+71%	62 (20)	47 (19)	-24%
Number of off-campus degree credit instructional sites.	.4 (16)	1.5 (15)	+275%	7 (20)	8 (18)	+14%
Number of persons (heads) enrolled in degree credit courses on campus.	67 (17)	307 (14)	+358%	189 (17)	414 (17)	+119%
Number of persons(heads) enrolled in degree credit courses off campus.	41 (16)	169 (13)	+312%	867 (14)	616 (16)	-29%
Estimated number of low-income and/or disadvantaged persons(heads) enrolled in degree credit continuing education courses on campus.	19 (13)	98 (11)	+415%	583 (14)	453 (14)	-22%
Estimated number of low-income and/or disadvantaged persons (heads) enrolled in degree credit continuing education courses off campus.	5 (12)	45 (11)	+800%	236 (13)	178 (15)	-25%
Number of non-degree credit activities.	.7 (16)	9 (14)	+29%	29 (18)	54 (19)	+86%
Number of persons served in non-degree credit activities.	42 (17)	59 (14)	+40%	1,436 (18)	1,170 (16)	-19%

* Small Institution = The lowest third in enrollment size.
Large Institution = The upper third in enrollment size.

E. PLANNING, MANAGEMENT, AND EVALUATION
SECTION I
(Two-Year Institutions)

FINDINGS

There is obvious data to support the conclusion (drawn from institutional responses to 76 statements of outcomes or direct results of improvement in planning, management, and evaluation) that AIDP has had a noticeable effect in this area. Progress has been distinctive and ongoing since the implementation of AIDP. Participating two-year institutions are anticipating the best possible outcomes from PME strategies, as they consider the results of their efforts by 1981. The data for this section are shown in ***Tables III-44, III-45, and III-46.***

The PME situation prior to AIDP was found to be irregular. Strategies designed to accomplish some PME outcomes have proven to be more difficult to attain than others. In a few cases, those institutions in the program the longest appeared to find much more difficulty in making growth than those entering at a later date.

The data indicated distinct tendencies on the part of PME development at two-year institutions. A greater portion of two-year institutions reported that significant progress toward completion or substantial accomplishment had already been experienced for the following outcomes listed on the PME questionnaire.

1. Implementation of Planning
    a. *Mission and goal statements existed in a clearly stated form.*
    b. *Mission and goal statements were both comprehensive and institution wide.*
    c. *Policies and procedures were developed to the desired level to assess the need for change in the deletion and addition of courses.*
2. Implementation of Management Improvement
    a. *Definition of roles and functions of institutional personnel in clearly stated job descriptions were established.*
    b. *Definition of roles and functions of institutional personnel, evidenced as tables and charts of the organization, reflect how the institution actually operates.*
    c. *The desired level of fiscal monitoring is evidenced by the fact that a regular procedure for frequent review and necessary recycling of funds is in use.*

d. *The desired level of fiscal monitoring is evidenced by sufficient cash flow reporting procedures in use.*

e. *The desired level of fiscal monitoring is evidenced in timely fiscal information retrieved for decision making.*

3. Implementation of Evaluation Efforts

There were no outcomes directly related to evaluation that had been significantly achieved by a majority of two-year institutions. However, the following areas were approaching partial completion:

a. *Program evaluation — desired level of performance measures for each institutional program both written and used for evaluation.*

b. *Program evaluation — desired level of quality achievement measures for mission and goals both identified and used for evaluation.*

c. *Program evaluation — institutional monitoring procedures at desired quality level both identified and used for evaluation.*

d. *Program evaluation — supportive studies conducted at the desired level of frequency and adequacy in assessment of student performance, student attrition assessment, and follow-up studies of graduates and former students.*

An examination of responses received from participating institutions revealed that institutions made progress ranging from partial or initial effort to significant in eight of the 76 outcome areas. Institutions reported that 53 of the statements had existed only in an initial effort but had reached partial completion at the end of the 1978 fiscal year. This noticeable shift from initial effort to partially completed or significant progress represents the positive impact of the AIDP resources on the PME capabilities of participating institutions.

Quantitative responses regarding progress in PME areas were lessened as a direct result of institutions being asked to identify current progress levels in relation to expected achievement levels at the end of the 1981 fiscal year. As a result, institutions had to respond to three different time periods: (1) prior to the AIDP grant; (2) at the end of the 1978 fiscal year; and (3) at the end of the 1981 fiscal year.

Almost all responding institutions indicated that they expected PME implementation to have made significant progress by the end of the 1981 fiscal year.

Before the AIDP grant award, many institutions related that a number of desired results associated with PME were largely evidenced as an initial effort or nonexistent. Most institutions indicated that these PME needs were partially completed during the 1978 fiscal year but would have significant progress by the end of the 1981 fiscal year. Institutions are realistic in their attempts to implement and expand PME by setting attainable goals and objectives for the AIDP grant period.

There were 32 statements on planning: twenty-seven of the outcome areas had reached partial completion by the end of the 1978 fiscal year. Only an initial effort had been made, largely before the AIDP grant award. Of the 28 statements on management, four had reached partial completion prior to the AIDP grant. The remainder had either not been in existence or an initial effort had begun in the area.

In the area of evaluation, all of the 16 areas of outcomes had either not been in existence or saw an initial effort prior to AIDP. Out of the total of 76 statements of outcomes, five were noted to have attained partial completion prior to the AIDP grant. The remainder of the outcome areas had either not been in existence or had seen some initial effort.

In planning, the need for positive improvement was particularly evident in clearly articulating and updating mission and goal statements; clearly articulating objectives for all academic units, courses and administrative units; developing policies and procedures to desired levels to assess need for change in the committee processes, plans from administrative offices, and stimulation of staff to new approaches; and establishing group participation in the planning process, adequate levels of information for planning decisions, procedures for using evaluation in the planning process, fiscal processes, and a level of adequacy of organizational support.

In management, the need for improvement was especially evident in the definition of roles and personnel functions (elimination of ambiguities in reporting responsibilities), and the desired level of fiscal monitoring, as evidenced by a system for maintaining a pre-established pace of controllable expenditures in use. There was also a need for a desired operational level of data base and information retrieval to serve decision making in areas dealing with: students, instruction, faculty, personnel, administrative personnel, alumni, facilities, and inventory. There was also a need for improving the desired quality of a policies and procedures manual. Although work on the desired level of use of criteria and objectives to guide day-to-day operations improved from prior to the grant period to the end of the 1978 fiscal year, this outcome area still needs much more improvement.

The quality of written procedures for determining resource allocation and the use of evaluation data were also outcome areas that need improvement.

Progress was reported in program evaluation, attaining a desired level of quality of performance measures for each institutional program, achievement measures for goals and mission, monitoring procedures at a desired quality level, supportive studies conducted at the desired level of frequency and adequacy, and determining the criteria and procedures for formal evaluation. The desired level of impact for the institution's PME program still needs considerable work to make this outcome area truly productive to institutional progress.

In PME implementation the degree of progress was for the most part partially completed, and documented for each of the 76 statements of outcomes listed on the questionnaire, regardless of the years of participation in AIDP. There appeared to be little difference in expectations as related to years of participation in the AIDP program.

Institutions reported greater progress in the improvement of management during the grant period than in either planning or evaluation. Of the statements of outcomes, 99 percent of management outcomes had reached partial completion or better at the end of the 1978 fiscal year, as compared with planning (84 percent) and evaluation (87 percent).

The positive expectations of participating institutions for the end of the 1978 fiscal year indicates the promise of the AID Program. Despite the tensions and understandable changes resulting from the implementation of PME, institutions are making real progress toward positive PME implementation.

CONCLUSIONS

GENERAL

- The assessment document stimulated institutional efforts to ascertain the level of the PME systems before and during the existence of the AIDP grant and the expected level of the PME system after the expiration of the AIDP grant.
- There was a noticeable lack of significant progress in management improvement, as compared with the areas of planning and evaluation.
- The irregular accomplishments of institutional PME goals and objectives indicated that existing PME systems were not developed enough to provide positive results. However, the data does indicate that an institutional movement from the lowest level (1) to partially completed (3) was a result of intensive efforts to improve their PME system.
- AIDP expected institutions to improve administrative performance. Institutions worked toward improvement because they discerned the salient need for this improvement.
- The AIDP grant carried with it definite expectations for institutional improvement in administrative performance.
- There appeared to be little significant data illustrating differences in expectations based on the number of years an institution had participated in the program.

PLANNING

- Before the AIDP grant, PME progress had been evident chiefly in the identification of missions procedures for adding and dropping courses and in determining the role of the institutional board of trustees in the planning process.

- Institutions had made noticeable improvement in implementing and maintaining a process for updating mission and goal statements, instituting assessment methods for the PME system, implementing a flow of evaluation data to concerned parties, and completing training in planning skills and PME techniques.

- The institutions were successful in developing clear objective statements and are using evaluation in the planning system.

- The most difficult of the objectives to accomplish were acquiring information on objectives; gaining alumni support for institutional planning; incorporating community needs in institutional planning; and achieving an active role for the trustees in the process of systematic planning.

MANAGEMENT

- Uneven progress was noted in establishing a system for maintaining a pre-established pace of controllable expenditures and establishing a desired level of information retrieval from alumni. In most other management areas progress was ongoing.

- The most noticeable gains were made in establishing clearly stated job descriptions; retrieving fiscal information in a timely manner; using institutional wide program or activity goals and objectives; and developing objectives for individual administrators.

- Those areas illustrating a large degree of difficulty included achieving a desired level of data base to retrieve data on alumni.

- Areas indicating significant progress were establishing job descriptions and system charts reflecting how the institution actually functions.

EVALUATION

- Evaluation is an area that appears to need a great deal of work in order to accomplish significant positive movement. Efforts have not produced adequate outcomes thus far, but it is expected that by the end of the 1981 fiscal year the outcome areas will have evidenced significant progress.

- A majority of areas showed advances from an initial effort to partial completion. The largest advances were made in level of quality of performance measures; quality of achievement measures; institutional monitoring procedures; supportive studies; and the establishment of criteria and procedures for formal evaluation of personnel.

- Areas of difficulty included attaining the desired level of institutional impact from the PME system.
- The amount of progress under the AIDP program has been slow but progressive.
- Efforts planned for the future indicate that institutions expect to make significant progress in the achievement of evaluation outcome areas.

CHARACTERISTICS OF INSTITUTIONS
IMPLEMENTATION OF PLANNING
NUMBER OF INSTITUTIONAL RESPONSES
(Two-Year Institutions)

TABLE III-44

CHARACTERISTICS OF PROGRAMS	ALL COLLEGES					
	Before Award		End FY 78		End FY 81	
	Mean	$\overline{X}$N	Mean	$\overline{X}$N	Mean	$\overline{X}$N
Mission and goal statements.						
Exist in a clearly-stated form	3	(35)	4	(35)	4	(24)
Are comprehensive and institution-wide.	3	(35)	4	(35)	4	(24)
Articulating and updating mission and goal statements are established, continuing processes.	2	(35)	3	(35)	4	(24)
Objectives clearly articulated for programs within the institutions.						
All academic units at the department, division, discipline, or similar level.	2	(35)	3	(34)	4	(23)
All instructional programs at the course/class level.	2	(35)	3	(34)	3	(23)
All other administrative units.	2	(35)	3	(34)	4	(24)
Policies and procedures developed to the desired level to assess need for change.						
Committee processes	2	(37)	3	(34)	4	(23)
Responses to plans from administrative offices	2	(34)	3	(32)	4	(23)
Systematic encouragement and stimulation to staff on new approaches	2	(34)	3	(33)	4	(24)
Deletion and addition of courses	3	(35)	4	(32)	4	(22)

5 = Substantially Accomplished
4 = Significant Progress
3 = Partially Completed
2 = Initial Effort
1 = Non-existent
0 = No Change Planned

CHARACTERISTICS OF INSTITUTIONS
IMPLEMENTATION OF PLANNING
NUMBER OF INSTITUTIONAL RESPONSES
(Two-Year Institutions)

TABLE III-44 (Continued)

CHARACTERISTICS OF PROGRAMS	ALL COLLEGES					
	Before Award		End FY 78		End FY 81	
	Mean	$\overline{X}$N	Mean	$\overline{X}$N	Mean	$\overline{X}$N
Participation of relevant groups in planning has reached the desired level of adequacy.						
Administration (at all levels)	2	(31)	3	(28)	4	(18)
Completion of training in planning skills and techniques	2	(36)	3	(35)	4	(24)
Participation in planning as a year-round activity.	2	(36)	3	(35)	4	(24)
Faculty (as individuals and as committee members)						
Completion of training in planning skills and techniques (within scope of responsibilities)	2	(36)	3	(34)	4	(23)
Participation in planning as a year-round activity.	2	(36)	3	(34)	4	(23)
Governing board						
Assumes an active role in planning based upon sufficient training.	2	(34)	3	(32)	3	(22)
Planning is recognized as an important board concern.	3	(34)	3	(32)	3	(22)
Students (in area related to their concerns)						
Have a general awareness of their role in planning.	1	(36)	2	(34)	3	(23)
Alumni (in contacts with the institution)						
Are aware of and support institutional planning.	1	(33)	2	(32)	3	(22)
Community (public agencies; supporters)						
Community needs incorporated in institutional planning.	2	(36)	3	(34)	4	(23)

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0 = No Change Planned

CHARACTERISTICS OF INSTITUTIONS
IMPLEMENTATION OF MANAGEMENT
NUMBER OF INSTITUTIONAL RESPONSES
(Two-Year Institutions)

TABLE III-45

CHARACTERISTICS OF PROGRAMS	ALL COLLEGES					
	Before Award		End FY 78		End FY 81	
	Mean	$\overline{X}$N	Mean	$\overline{X}$N	Mean	$\overline{X}$N
Level of adequacy of information used for planning decisions.						
Reliability and scope.	2	(36)	3	(34)	4	(23)
Needs assessments.	2	(36)	3	(34)	4	(23)
Trends analysis.	2	(36)	3	(34)	4	(23)
Market analysis on use of graduates.	2	(36)	3	(34)	4	(23)
Status reports on progress.	2	(36)	3	(34)	4	(22)
Procedures for using evaluation in the planning process.						
Procedures established.	2	(36)	3	(34)	4	(23)
Evaluation results actually flow to primary users for planning purposes.	1	(36)	3	(34)	4	(23)
Fiscal processes.						
Contribute directly to fiscal planning needs.	2	(36)	3	(34)	4	(23)
Fiscal planning incorporated into total institutional planning process.	2	(36)	3	(34)	4	(23)
Level of adequacy of organizational support for planning.						
Professional staff assist in institution-wide planning activities.	2	(36)	3	(35)	4	(24)
Institution research and analysis services support for planning.	2	(36)	3	(34)	4	(23)
Computer center support for planning.	2	(36)	3	(34)	4	(23)

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0 = No Change Planned

CHARACTERISTICS OF INSTITUTIONS
IMPLEMENTATION OF MANAGEMENT
NUMBER OF INSTITUTIONAL RESPONSES
(Two-Year Institutions)

TABLE III-45 (Continued)

CHARACTERISTICS OF PROGRAMS	ALL COLLEGES					
	Before Award		End FY 78		End FY 81	
	Mean	$\overline{X}N$	Mean	$\overline{X}N$	Mean	$\overline{X}N$
Definition of roles and functions of institutional personnel.						
Clearly stated job descriptions established.	2	(36)	4	(34)	4	(23)
Tables and charts of organization reflect how the institution actually operates.	3	(36)	4	(34)	4	(23)
Elimination of ambiguities of reporting responsibilities.	2	(35)	3	(33)	4	(23)
Desired level of fiscal monitoring.						
System for maintaining a pre-established pace of controllable expenditures in use.	3	(36)	3	(34)	4	(23)
Regular procedure for frequent review and necessary recycling of funds in use.	3	(36)	4	(34)	4	(23)
Sufficient cash flow reporting procedures in use.	3	(36)	4	(34)	4	(23)
Timely fiscal information retrieved for decision making.	2	(36)	4	(34)	4	(23)
Desired operational level of data base and information retrieval to serve decision making in areas of:						
Students	2	(36)	3	(34)	4	(23)
Instruction	2	(36)	3	(34)	4	(23)
Faculty personnel	2	(36)	3	(34)	4	(23)
Administrative personnel	2	(36)	3	(34)	4	(23)
Alumni	1	(36)	2	(34)	3	(23)
Facilities and inventory	2	(36)	3	(34)	4	(23)

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1 = Non-existent
0 = No Change Planned

CHARACTERISTICS OF INSTITUTIONS
IMPLEMENTATION OF MANAGEMENT
NUMBER OF INSTITUTIONAL RESPONSES
(Two-Year Institutions)

TABLE III-45 (Continued)

CHARACTERISTICS OF PROGRAMS	ALL COLLEGES					
	Before Award		End FY 78		End FY 81	
	Mean	$\overline{X}$N	Mean	$\overline{X}$N	Mean	$\overline{X}$N
Desired quality of a policies and procedures manual.						
Complete	2	(36)	3	(35)	4	(24)
Clearly stated	2	(36)	3	(35)	4	(24)
Used as a basic operating reference	2	(36)	3	(35)	4	(24)
Desired level of use of criteria and objectives to guide day-to-day operations.						
Institution-wide use of program or activity objectives.	1	(36)	3	(35)	4	(24)
Objectives developed for individual administrators.	1	(36)	3	(35)	4	(24)
Outcome measures, including institutional impact and rates of student retention, placement, and transfer in use.	2	(36)	3	(34)	4	(23)
Desired level of quality of written procedures for determining resource allocation.						
Fiscal resources	2	(36)	3	(35)	4	(24)
Human resources	2	(36)	3	(35)	4	(24)
Facilities and equipment	2	(36)	3	(35)	4	(24)
Academic programs	2	(36)	3	(35)	4	(24)
Other programs	2	(32)	3	(31)	4	(21)

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3 = Partially Completed
2 = Initial Effort
1 = Non-existent
0 = No Change Planned

CHARACTERISTICS OF INSTITUTIONS
IMPLEMENTATION OF EVALUATION
NUMBER OF INSTITUTIONAL RESPONSES
(Two-Year Institutions)

TABLE III-46

CHARACTERISTICS OF PROGRAMS	ALL COLLEGES					
	Before Award		End FY 78		End FY 81	
	Mean	$\bar{X}$N	Mean	$\bar{X}$N	Mean	$\bar{X}$N
Desired level of use of evaluation data to alter institutional programs.						
Fiscal resources	2	(36)	3	(34)	4	(23)
Human resources	2	(36)	3	(34)	4	(23)
Facilities and equipment	2	(36)	3	(34)	4	(23)
Personnel assignments	2	(36)	3	(33)	4	(23)
Program evaluation						
Desired level of quality of performance measures for each institutional program.						
Written	2	(30)	3	(27)	4	(17)
Used for evaluation	1	(36)	3	(34)	4	(23)
Desired level of quality of achievement measures for mission and goals.						
Identified	1	(36)	3	(34)	4	(23)
Used for evaluation	1	(36)	3	(34)	4	(23)
Institutional monitoring procedures at desired quality level.						
Identified	2	(36)	3	(34)	4	(23)
Used for evaluation	2	(36)	3	(34)	4	(23)
Supportive studies conducted at the desired level of frequency and adequacy.						
Assessment of student performance.	2	(36)	3	(34)	4	(23)
Student attrition assessment.	2	(36)	3	(34)	4	(23)
Follow-up studies of graduates and former students.	2	(36)	3	(34)	4	(23)

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4 = Significant Progress
3 = Partially Completed
2 = Initial Effort
1 = Non-existent
0 = No Change Planned

CHARACTERISTICS OF INSTITUTIONS
IMPLEMENTATION OF EVALUATION
NUMBER OF INSTITUTIONAL RESPONSES
(Two-Year Institutions)

TABLE III-46 (Continued)

CHARACTERISTICS OF PROGRAMS	ALL COLLEGES					
	Before Award		End FY 78		End FY 81	
	Mean	$\overline{X}$N	Mean	$\overline{X}$N	Mean	$\overline{X}$N
Criteria and procedures for formal evaluation of personnel of the desired level of quality have been developed and are in use for:						
Administrators	2	(36)	3	(33)	4	(23)
Faculty	2	(36)	3	(33)	4	(22)
Other staff	2	(36)	3	(33)	4	(22)
Desired level of impact of the institution's PME system.						
Faculty awareness of how the institution's PME system works.	1	(34)	2	(35)	4	(24)
Staff awareness of how the institution's PME system works.	1	(34)	3	(35)	4	(24)
Each individual member of the college community understands his/her PME responsibilities and how to use the system.	1	(34)	2	(35)	4	(24)

5 = Substantially Accomplished
4 = Significant Progress
3 = Partially Completed
2 = Initial Effort
1 = Non-existent
0 = No Change Planned

E. PLANNING, MANAGEMENT, AND EVALUATION
SECTION II
(Two-Year Institutions)

Data were collected to provide information on areas connected to planning, management, and evaluation directly involved in its implementation. This information yielded profound insights into some of the processes that have been associated with PME implementation. The following three areas were considered:

1. Administrative units setting objectives
2. Institutional research capabilities
3. Development of transactional information systems

Each of these areas will be examined in the following sections.

ADMINISTRATIVE UNITS THAT SET OBJECTIVES

In Section I of the PME component institutions have reported the extent to which they have made progress toward stated goals in acquiring clearly stated objectives. In this section a growth in the actual number of administrative units setting objectives and evaluating their efforts is being measured.

Table III-47 shows a significant increase in units setting objectives and evaluating their efforts. That there was no change in AIDP units in 1980-81 for all institutions reflects the completion and eventual phasing out of AIDP activities.

INSTITUTIONAL RESEARCH CAPABILITIES

A result of the AIDP grant in the area of research was the expansion and increased utilization of institutional research services. In other sections of the Impact Study, progress toward institutional goals has been quantified, especially in the use of data noted in Section I of PME. This study attempts to identify impact where institutions have established an office of institutional research. The impact measured may be either direct outcomes of AIDP objectives or indirect outcomes, since all post-AIDP grant outcomes are concerned (***Table III-48***).

FINDINGS

1. Institutions have opened or expanded an office of institutional research since the implementation of the AIDP activities.

2. New areas of acitivty listed by responding institutions indicated a definite tendency toward systematic analysis of institutional data rather than additional discrete studies. This information is presented in ***Table III-49***.

   Data abstracted from institutional responses did not permit an accurate identification of those strategies that were carefully planned and thorough enough in characteristics to be indicative of having achieved the status of a true systems approach. Two-year colleges are known to be working diligently toward this level of institutional analysis and research. The findings provide evidence and uniformity with this movement on the part of most two-year institutions. Analysis on an ongoing basis is an important step in moving from discrete studies toward systematic analysis.

TRANSACTIONAL INFORMATION SYSTEMS

FINDINGS

1. The AIDP-funded activities enabled those institutions that had no subsystems developed prior to the grant to initiate such development (***Table III-50***).

   Of 34 institutions responding to this section, six reported no subsystems prior to AIDP. Of these, all expect to install subsystems. Currently, work is either completed or under way in every case. Three have subsystems completed. In no case do these institutions expect to develop subsystems through 1978, without at least some AIDP assistance. There was no significant pattern among the six institutions regarding size or length of time in the program (***Table III-51***).

2. The AIDP grant enabled funded institutions to upgrade their pre-AIDP subsystems (***Tables III-52*** and ***III-53***).

   The impact of AIDP-supported activities on pre-AIDP subsystems has been substantial. Reorganizing or otherwise upgrading these earlier subsystems has been an important part of AIDP activities outcomes. Of the 28 institutions with pre-AIDP subsystems, 15 (54 percent) have reported that upgrading one or more such subsystems has now been accomplished. Of those 15, over 73 percent used AIDP funds for the purpose. The institutions report that by 1981, 23 (82 percent) of the original 28 will have effected such improvement, and 78 percent expect to depend on AIDP support to accomplish the work.

   The completeness of upgrading is also worth noting. Six (21 percent) now have no pre-AIDP subsystems remaining as originally installed. By 1981, a total of 14 (50 percent) of such institutions expect to have no pre-AIDP subsystems without major modification. Of the 170 pre-AIDP subsystems, only 75 (44 percent) are expected to remain after 1981.

For the period from receipt of the grant to 1978, 45 subsystems were upgraded with 71 percent of the work receiving AIDP support. By 1981, 95 subsystems will have been upgraded with 74 percent of the work receiving AIDP support. AIDP funded activities have thus had the dominating role in modifying or otherwise upgrading subsystems since the grant was received.

It should also be recognized that the PME implementation taking place at each AIDP institution is, in itself, a stimulus for improved TIS; it encourages more accurate and timely data which will be available to inform decision making. Thus AIDP serves indirectly to encourage all subsystems upgrading.

3. AIDP-funded activities have had a dominant role in TIS subsystem development.

Since acquiring an AIDP grant, the institutions concerned have made important progress in strengthening their subsystem support for an improved TIS. The impact of AIDP has been found in two areas (*Table III-54*).

Impact upon pre-AIDP subsystems has been noted above. The share of AIDP in all work done on subsystems since the date of the AIDP grant and projected for the next three years has been extensive. Evidence shows that 91 percent of the institutions working on their subsystems during the grant period used AIDP funds and 75 percent of all subsystems worked on during the period received AIDP support.

The impact or outcome of AIDP support on subsystem holdings existing or under development at institutions by 1978 is equally impressive. At one-third of the institutions, subsystem holdings had come entirely of AIDP origin. By 1981 it was reported that 38 percent of the institutions would have exclusively AIDP supported subsystems. By comparison, only 15 percent of the institutions expected to have subsystems untouched by AIDP.

The following tables demonstrate how far-reaching and complet the influence of AIDP-funded activities has become in shaping TIS at AIDP institutions.

4. AIDP funds permitted institutions to provide TIS subsystems for additional areas of institutional operations.

While pre-AIDP subsystems were being upgraded, by 1978 institutions were also acquiring new subsystems. Thus, in addition to new subsystems under old titles, a net increase in titles was noted in 1978 and 1981 over the pre-AIDP holdings. This would mean, in almost all cases, additional TIS support to institutional operations. It might even understate such additional support since some titles such as financial records and student records often represent a consolidation of several smaller subsystems. (Note particularly on *Table III-55* the consolidations anticipated between 1978 and 1981.)

In 1978 almost half of the additional titles (48 percent) were related to business office affairs and about one-fourth (27 percent) were for student records. Facilities (14 percent), institutional development (7 percent), and academic programs (4 percent), also gained additional support. Titles showing a sustained and significant increase for the period under study include personnel, financial aid, student records, budget, alumni, student grades, and facilities.

The important stage of subsystem development that institutions had reached in 1978 was revealed in their individual reports. Many old subsystems are still being used while their replacements or consolidations were being designed and tested. The survey responses, unless merging subsystems were sorted out, provided only a snapshot of a TIS in transition.

Broader TIS support is being provided to the institution through an increase in the scope of each subsystem perhaps as much as through an increase in the frequency of titles. Unfortunately, the measurement of subsystem's scope requires more intricate measuring procedures than were available for this study. The growth of scope and sophistication of TIS subsystems, only a hint of which surfaced in this study, remains an important area for future study.

5. Completed AIDP-funded subsystems are now in the majority of an average institution's holdings (*Table III-56*).

Institutions report that 57 percent (105) of all (185) AIDP-supported subsystems contemplated have now been completed and another 30 percent are already being developed. By 1981 all but two of the AIDP subsystems now under development will have been completed and the final six percent (12) will be under development.

The typical institution is now, in its current operation, relying more (41 percent) on AIDP-funded subsystems than non-AIDP subsystems, and almost as much as on its pre-AIDP subsystems (46 percent). By 1981 dependency on AIDP subsystems is expected to be 56 percent. At present 41 percent of the institutions have completed all of their AIDP subsystems and by 1981, 83 percent will have done so.

The typical institution's subsystem holdings show an increase from approximately four and one-half subsystems to almost six with an expectation that by 1981 it will have seven and one-half, over four of which will have been achieved with AIDP funds.

AVERAGE ADMINISTRATIVE UNITS PER INSTITUTION THAT SET OBJECTIVES AND EVALUATE BY PME STRATEGIES
(Two-Year Institutions)

TABLE III-47

ALL INSTITUTIONS:

	$\bar{X}$ Prior to AIDP	$\bar{X}$ 1977-78AY	$\bar{X}$ 1980-81AY
AIDP units	0	6	6
Other units	2	6	9

INSTITUTIONS WITH LARGER ENROLLMENTS (TOP 1/3):

	$\bar{X}$ Prior to AIDP	$\bar{X}$ 1977-78AY	$\bar{X}$ 1980-81AY
AIDP units	4	9	8
Other units	4	8	22

INSTITUTIONS IN THE PROGRAM FOR TWO YEARS:

	$\bar{X}$ Prior to AIDP	$\bar{X}$ 1977-78AY	$\bar{X}$ 1980-81AY
AIDP units		4	3
Other units	5	8	16

INSTITUTIONS IN THE PROGRAM FOR FOUR YEARS:

	$\bar{X}$ Prior to AIDP	$\bar{X}$ 1977-78 AY	$\bar{X}$ 1980-81AY
AIDP units	–	9	6
Other units	4	8	10

STATUS OF INSTITUTIONAL RESEARCH

TABLE III-48

Status	Number	%
Office opened or expanded	18	43
No office	19	45
No response	5	12
TOTAL responsing	42	100

OFFICES OF INSTITUTIONAL RESEARCH
NEW AREAS OF ACTIVITY
(Two-Year Institutions)

TABLE III-49

Activities and Categories	Number of Responses	Percent of Total
1. Toward systematic analysis		
Data base development	4	11.5
PME	3	8
Student Profiles	5	15
Evaluation	5	15
MIS	1	3
Fiscal Analysis	2	6
TIS	1	3
Responses Total	21	61.5
2. Either discrete or systems oriented studies		
Enrollment trends	2	6
Facilities analysis	2	6
Staffing and personnel resources	2	6
Other	1	3
Responses Total	7	21
3. More likely to be discrete studies		
Faculty profiles	4	11.5
Attrition studies	1	3
Fund raising and development	1	3
Responses Total	6	17.5
Total Responses	34	100.0%

TRANSACTIONAL INFORMATION SYSTEMS
NUMBER OF SUBSYSTEMS
(Two-Year Institutions)

TABLE III-50

	1978	1981
AIDP Completed	7	20
AIDP Still Being Developed	13	4
Non-AIDP	0	0
Total	20	24

TRANSACTIONAL INFORMATION SYSTEMS
NUMBER OF INSTITUTIONS
(Two-Year Institutions)

TABLE III-51

	1978	1981
All AIDP Subsystems Completed	1	3
Some AIDP Subsystems Completed	2	3
None of AIDP Completed	3	0
Total Institutions	6	6

INSTITUTIONAL PERFORMANCE IN UPGRADING ONE OR MORE PRE-AIDP SUBSYSTEMS
(Two-Year Institutions)

TABLE III-52

Extent of Upgrading	1978 Number	1978 %	1981 Number	1981 %
None	13	47	5	18
AIDP Funded	11	39	18	64
Non-AIDP Funded	4	14	5	18
Total	38	100%	28	100%

COMPLETENESS OF UPGRADING OF PRE-AIDP SUBSYSTEMS
(Two-Year Institutions)

TABLE III-53

A. Total Pre-AIDP Subsystems

	Pre-AIDP	1978	1981
Pre-AIDP Intact	170	125	75
% Upgrading	–0–	26%	56%

B. Total Institutions with Pre-AIDP Subsystems

No. having some Pre-AIDP Subsystems Intact	28	22	14
% with all Pre-AIDP Upgraded	–0–	21%	50%

TRANSACTIONAL INFORMATION SYSTEMS ROLE OF AIDP FUNDS IN SUBSYSTEM DEVELOPMENT

(Two-Year Institutions)

TABLE III-54

A. Institutions: Experience in subsystem development from AIDP grant through 1981.

	Number of Institutions	Percent
Used AIDP funds only	18	53
Used no AIDP funds	3	9
Used both AIDP and Non-AIDP funds	11	32
Did no new work	2	6
Total having subsystems	34	100%

B. Comparison of impact of the three sources of subsystem development: expressed in shares of an institution's total subsystems in operation or being developed.

Share	AIDP	Pre	1978 Non-AIDP	AIDP	Pre	Non-AIDP
All	32%	12%	9%	38%	6%	12%
Over 75%	35	21	12	44	6	18
Over 50%	53	26	12	65	9	18
Over 25%	74	56	21	79	29	32
Some	85	62	29	85	41	44
None	15%	38%	71%	15%	59%	56%

NOTE: In some cases, where more than one source contributed to a single subsystem, each source was credited with a share in its development.

C. AIDP-support impact on total subsystems.

Subsystems	Pre	1978	1981
Total	170	302	314
AIDP supported	0	161	185
AIDP share	0	53%	54%

TRANSACTIONAL INFORMATION SYSTEMS ROLE OF AIDP FUNDS IN SUBSYSTEM DEVELOPMENT

(Two-Year Institutions)

TABLE III-54 (Continued)

D. AIDP-support impact on post-AIDP grant subsystem update and development.

Subsystems	Pre	1978	1981
Total	170	302	314
Pre-AIDP intact	170	125	75
New or reworked	0	204	246
Funded by AIDP	0	161	185
AIDP share of post-grant activity	0	79%	75%

E. Typical institution subsystem holdings.

	Pre	1978	1981
Total* subsystems per institution	4.45	7.48	7.84
Total AIDP subsystem per institution	0	3.90	4.64

*Omitted one institution's entries because programs rather than subsystems were named. Thus, a 33 institution base.

TRANSACTIONAL INFORMATION SYSTEMS
TITLES AND NUMBERS OF SUBSYSTEMS
(Two-Year Institutions)

TABLE III-55

A. Titles of Subsystem Holdings

Categories & Titles	Pre-AIDP	Frequency of Use 1978	 1981
1. Business office			
Finance records	4	8	8
Budget or Grn. Ledger	7	11	13
Student Fiscal	3	5	6
Payroll	15	18	18
State reports	4	4	4
Financial MGMT	1	5	5
Financial aid	4	15	15
Accounting	6	8	9
Personnel	8	18	19
Other	6	16	20
	58	108	117
2. Student records			
Student records	19	25	27
Student grades	10	15	15
Admissions	10	15	13
Registration	17	19	18
Other	8	18	19
	64	92	92
		2 Year	2 Year
3. Facilitied, equipment, services	2	7	7
Property	3	4	4
Capital Budget	2	2	2
Inventory	6	10	10
Library	5	9	9
Other	4	5	5
	22	37	37
4. Institution development			
Alumni	2	8	8
Development	1	2	2
	3	10	10
5. Academic Property Services			
Curriculum	3	6	6
Other	1	3	3
	4	9	9

TRANSACTIONAL INFORMATION SYSTEMS
TITLES AND NUMBER OF SUBSYSTEMS
(Two-Year Institutions)

TABLE III-55 (Continued)

B. Net Increase in Subsystems Since the AIDP Grant, by Title

Categories & Titles	Net Increase Over Pre-AIDP Holdings 1978	 1981
1. Business office		
Financial records	4	4
Budget/Grn. Ledger	4	6
Student Fiscal	2	3
Payroll	3	3
State reports	0	0
Financial Mgmt.	4	4
Financial aid	11	11
Accounting	12	3
Personnel	10	11
Misc.	10	14
Category Total	50	59
2. Student records		
Student records	6	8
Student grades	5	5
Admissions	5	3
Registration	2	1
Misc.	10	11
Category Total	28	28

	Pre-AIDP 2-Year	Frequency of Use 1978	 1981
3. Facilities, Equipment, Services		5	5
Property		1	1
Capital budget		0	0
Inventory		4	4
Library		4	4
Misc.		1	1
Category Total		15	15
4. Institutional development			
Alumni		6	6
Development		1	1
Cateogry Total		7	7
5. Academic property services			
Curriculum		3	3
Misc.		2	2
Category Total		5	5

TRANSACTIONAL INFORMATION SYSTEMS
AIDP SPONSORED SUBSYSTEMS COMPLETED
(Two-Year Institutions)

TABLE III-56

A. PROGRESS TOWARD SUBSYSTEM COMPLETION

	1978	1981
Completion of New AIDP Subsystems	65%	94%
Completion of Non-AIDP Subsystems	49%	100%
Still Being Developed:		
New AIDP Subsystem	35%	6%
AIDP Upgrading	1%	None
Non-AIDP Subsystem	51%	None

B. COMPLETION STATUS OF INSTITUTIONAL SUBSYSTEMS

	Pre-AIDP	1978	1981
Completions:			
Pre-AIDP Intact	170	119	75
AIDP		105	173
Non-AIDP		33	61
TOTAL Completed	170	257	309
(Percent)	(100%)	(80%)	(96%)
Still Being Developed:			
AIDP New		56	12
AIDP:Upgrade Transition		(21)	(7)
Non-AIDP		10	None
TOTAL Outcome Expected		66	12
(Percent)		(20%)	(4%)
TOTAL Subsystems	170	302	314

C. SHARE OF AIDP FUNDED ACTIVITIES IN OPERATIONAL SUBSYSTEMS

	Pre-AIDP	1978	1981
Pre- AIDP Intact	100%	50%	25%
AIDP Supported	–0–	42%	60%
Non-AIDP Supported	–0–	8%	15%

TRANSACTIONAL INFORMATION SYSTEMS
AIDP SPONSORED SUBSYSTEMS COMPLETED
(Two-Year Institutions)

TABLE III-56 (Continued)

D. AVERAGE NUMBER OF OPERATIONAL SUBSYSTEMS PER INSTITUTION

	Pre-AIDP	1978	1981
Pre-AIDP Intact	4.45	3.09	1.58
AIDP Supported	– 0 –	2.21	4.36
NON-AIDP Supported	– 0 –	.63	1.55
TOTAL Operational	4.45	5.93	7.49

Note: Omitted one institution that listed programs instead of Subsystems.

E. NUMBER OF INSTITUTIONS: COMPLETION STATUS

	1978	1981
All AIDP Subsystems Completed	12	24
No AIDP Subsystems Completed	7	1
Some AIDP Subsystems Completed	10	4
TOTAL Using Funds for Subsystem Development	29	29

E. PLANNING, MANAGEMENT, AND EVALUATION
SECTION I
(Four-Year Institutions)

FINDINGS

Based on institutional responses to the 76 statements of outcomes or direct consequences of improvement in planning, management, and evaluation, there is clear evidence that AIDP has had a significant and positive impact in this area. Progress has been significant since the commencement of AIDP, and institutions are optimistic regarding the completion of their efforts by 1981. The data for this section are shown in *Tables III-57, III-58, III-59, III-60, III-61, and III-62.*

Prior to the AIDP award, status was found to be uneven. Efforts to achieve some of the outcomes have proven to be more difficult than others. In a few cases, institutions that entered the program at an early date appear to find greater difficulty in making progress than those entering at a later date.

Analysis has identified a number of patterns and trends. A majority of institutions reported that significant progress toward completion (or substantial completion) had already been experienced for the following outcomes listed on the PME questionnaire:

1. Implementation of Planning
    a. Mission and goal statements existed in a clearly stated form.
    b. Mission and goal statements were both comprehensive and institution-wide.
    c. The articulating and updating of mission and goal statements is now an established, continuing process.
    d. Policies and procedures to initiate new activities, issues, and changes were available to guide the deletion and addition of courses.
    e. Planning is recognized as an important governing board concern.
2. Implementation of Management Improvement
    a. Tables and charts of organization reflect how the institution actually operates.
    b. Sufficient cash flow reporting procedures are now in use.

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c. A regular procedure is now in use for frequent review and necessary recycling of funds.

d. Ambiguities of reporting responsibilities have been eliminated.

3. Implementation of Evaluation Efforts

a. There were *no* outcomes related to evaluation that had been achieved by a majority of institutions. However, criteria and procedures for formal evaluation of the desired level of quality in faculty have been developed and are now in use in nearly the majority of institutions.

Prior to the AIDP award, institutions reported that a number of desired outcomes related to PME were for the most part nonexistent or, at best, only partially completed. With few exceptions (in outcomes or institutions), institutions expected that these needs would be substantially met during the current year or, at the latest, by 1981. There was a profuse recognition that progress toward desired outcomes related to PME had not exceeded partial completion prior to the AIDP grant.

Out of the 32 statements on planning, 19 received a response from more than 20 percent of the institutions that indicated partial completion had been surpassed prior to the AIDP award. Only nine of the 28 statements in management improvement, and three of the 16 statements on evaluation received a similar response. Out of the total of 76 statements, eight received less than a five percent institutional response that partial implementation had been surpassed. Thus, all institutions were in the initial stages of PME development.

In planning, the need for improvement was noted for setting objectives, gaining participation of relevant groups, correcting a deficiency in information for planning decisions, procedures for using evaluation in the planning process, and organizational support.

In management, the need for improvement was focused on data bank and information retrieval, the use of criteria and objectives to guide day-to-day operations,

In the implementation of evaluation efforts, faculty and staff personnel evaluations and supportive studies were the areas in which progress was reported. The need for improvement was most obvious in all other aspects of evaluation.

In PME implementation, improvement was general and reported for ***each*** of the 76 statements of outcomes listed in the questionnaire, regardless of the years of participation in AIDP. There appears to be little or no difference in expectations based on years of participation in the program, except faculty and staff awareness of how the institution's PME works. Older institutions had a substantially higher expectation (4.4) for 1981 than did the newer ones (3.7).

Institutions reported slower progress in the improvement of management during the grant period than in either planning or evaluation. Of the statements of outcomes, 46 percent showed less than a full level gained (partially completed to significant progress, for example) during the grant period, as compared with planning (25 percent) and evaluation (18 percent).

An analysis of progress made during the grant period indicates that the majority of institutions made improvements of at least one full level of development (i.e., partial to significant) for 49 of the 76 statements. This general and widespread shift of institutions from initial or partial completion at the beginning of the respective grant periods to a level of achievement beyond the midway point in many of the key outcomes expected in an effective PME represents a major impact of the AID Program.

Responses on progress were tempered since institutions were not only asked to identify progress toward completion since the AIDP award, but to identify current progress levels in relation to expected achievement levels in 1981. Thus, each institution provided data for three points in time and current levels of attainment have been analyzed in relation to the level of AIDP at the beginning of the grant and the projected level of completion by 1981.

In several cases, institutions reported varying levels of progress and aspirations in establishing PME. In using information for planning decisions, for example, institutions in the program four years or longer reported much more work remains to achieve 1981 objectives than institutions participating for two years. The largest third of the institutions had slightly lower aspirations but much more work remaining to achieve than the smallest third.

In the case of policies and procedures manuals, older and newer institutions have similar aspirations for 1981, but the newer institutions report greater progress — less than half as much work remaining as the older institutions reported. In this case, however, larger and smaller institutions had similar experiences.

An impressive finding was that despite current progress, almost all institutions believe that PME can reach an advanced state of implementation by 1981. Responses indicate that at least 80 percent of the institutions expect to achieve significant progress or substantial completion of every outcome statement.

CONCLUSIONS

GENERAL

- The instrument used to seek indications of impact attempted to be inclusive of the major aspects of the college and university management process. Responses suggested that all entries were considered to be desired outcomes of each institution's PME implementation.

- Institutional assessments stimulated by this instrument encouraged planning teams to review the status of their PME systems prior to the AIDP grant, its status during the late spring of 1978, and expectations of further accomplishment during the next three years (which in a number of cases would extend beyond the immediate grant period). Within the broad categories of levels of completion indicated, site visits confirmed the accuracy of these general assessments.

- Proportionately less progress was reported for improvements in management over the grant period than for planning or evaluation.

- Uneven levels of accomplishment among the major aspects of PME at the beginning of the grant period suggest that most, if not all, institutions involved in the impact study were without a PME system that was functioning at a level sufficient to provide significant satisfaction and benefits. A review of progress made, particularly in the case of lowest levels of accomplishment, indicates each institution's desire to make prompt improvement. There is evidence that new or improved administrative styles are sought, not merely because this is expected of applicants, but because institutions see specific improvements that were needed.

PLANNING

- Institutions indicated that prior to the grant period, progress had been made primarily in identification of mission, procedures for adding and deleting courses, and recognizing the Board's role in planning.

- The grant period ushered in marked improvement in establishing a continuing process for updating mission and goals statements, establishing procedures for using evaluation in the planning process, achieving a flow of evaluation results to primary users, and the completion of training in planning skills and techniques.

- There is much evidence, found mainly during the site visits, that planning required for AIDP activities has provided a model for the improvement of planning on the participating campuses. Two focal points in this respect appear to be the clear articulation of objectives statements and the use of evaluation in the planning process.

- The most difficult objectives to accomplish in the grant period were: acquiring information of graduates for planning purposes; gaining alumni support for institutional planning; incorporating community needs in institutional planning; and achieving an active role for the board in planning based upon sufficient training. In each of these cases, substantial improvement was still expected over the next three years.

MANAGEMENT

- Management improvement efforts were also uneven in accomplishment prior to the grant period. Pre-AIDP progress had been made primarily in tables and charts of organization, cash flow reporting procedures, procedures for recycling funds, and maintaining a pre-established pace of controllable expenditures.

- The most significant advances during the grant period were experienced in administrator's use of criteria and objectives to guide day-to-day operations, the use of outcome measures to guide operations, establishing clearly stated job descriptions, and the institution-wide use of objectives.

- Those areas in which significant improvement was difficult to achieve included written procedures for determining resource allocation, the desired level of information retrieval regarding students, instruction and facilities, and the completion of a policies and procedures manual where one has not already been prepared. Nevertheless, substantial improvement was expected in these matters during the next three years.

- Fiscal monitoring and the definition of roles and function of institutional personnel were indicated as areas in which the institutions felt they were now approaching significant progress in meeting their objectives.

EVALUATION

- Prior to the grant, the evaluation process was, by far, the least adequately developed of the PME system, according to each grant recipient. Pre-AIDP progress had been made primarily in supportive studies and in the evaluation of faculty and administrators.

- The most significant advances were made in faculty and staff awareness of how their institution's PME works, and in each individual member understanding PME responsibilities. Progress was also noted in the quality of monitoring procedures.

- Assessing student performance and evaluating personnel were difficult areas in which to achieve progress.

- Modest progress has been made under AIDP in all aspects of evaluation. In general, institutions indicated that they had reached the midway point in what they hoped to achieve.

- The most encouraging note in the findings is that, despite a most rudimentary start on evaluation at the beginning of the grant period, institutions now expect that within the next three years they will, on the whole, have achieved a level of ongoing evaluation approaching completion of a fully functioning PME system. Whether or not this can be realized is unknown, but progress to date shows a favorable trend.

CHARACTERISTICS OF INSTITUTIONS
IMPLEMENTATION OF PLANNING
NUMBER OF INSTITUTIONAL RESPONSES
(Four-Year Institutions)

TABLE III-57

CHARACTERISTICS OF PROGRAMS	ALL COLLEGES					
	Before Award		End FY 78		End FY 81	
	Mean	N	Mean	N	Mean	N
Mission and goal statements						
Exist in a clearly stated form	3.6	85	4.6	75	4.8	75
Are comprehensive and institution-wide	3.4	85	4.5	75	4.8	75
Articulating and updating mission and goal statements are established, continuing processes	2.8	85	4.3	75	4.8	75
Objectives clearly articulated for programs within the institutions						
All academic units at the department, division, discipline, or similar level	2.6	85	3.8	75	4.6	75
All instructional programs at the course/class level	2.7	84	3.8	74	4.4	73
All other administrative units	2.6	84	3.7	75	4.6	74
Policies and procedures developed to the desired level to assess need for change						
Committee processes	2.9	84	3.9	75	4.7	75
Responses to plans from administrative offices	2.8	83	3.8	73	4.7	74
Systematic encouragement and stimulation to staff on new approaches	3.0	84	3.8	74	4.6	73
Deletion and addition of courses	3.6	84	4.1	73	4.7	73

5 = Substantially Accomplished
4 = Significant Progress
3 = Partially Completed
2 = Initial Effort
1 = Non-existent
0 = No Change Planned

CHARACTERISTICS OF INSTITUTIONS
IMPLEMENTATION OF PLANNING
NUMBER OF INSTITUTIONAL RESPONSES
(Four-Year Institutions)

TABLE III-57(Continued)

CHARACTERISTICS OF PROGRAMS	ALL COLLEGES					
	Before Award		End FY 78		End FY 81	
	Mean	N	Mean	N	Mean	N
Participation of relevant groups in planning has reached the desired level of adequacy						
Administration (at all levels)	2.7	60	3.7	60	4.8	58
Completion of training in planning skills and techniques	2.3	84	3.5	75	4.6	74
Participation in planning as a year-round activity	2.6	84	3.8	75	4.7	74
Faculty (as individuals and as committee members)						
Completion of training in planning skills and techniques (within scope of responsibilities)	2.3	83	3.3	75	4.3	73
Participation in planning as a year-round activity	2.6	85	3.5	75	4.5	74
Governing board						
Assumes an active role in planning based upon sufficient training	2.7	79	3.6	74	4.4	73
Planning is recognized as an important board concern	3.1	81	4.2	74	4.7	73
Students (in area related to their concerns)						
Have a general awareness of their role in planning	2.1	84	3.1	74	4.2	73
Alumni (in contacts with the institution)						
Are aware of and support institutional planning	2.2	84	3.2	74	4.1	73
Community (public agencies; supporters)						
Community needs incorporated in institutional planning	2.7	85	3.5	75	4.3	74

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CHARACTERISTICS OF INSTITUTIONS
IMPLEMENTATION OF PLANNING
NUMBER OF INSTITUTIONAL RESPONSES
(Four-Year Institutions)

TABLE III-57 (Continued)

CHARACTERISTICS OF PROGRAMS	ALL COLLEGES					
	Before Award		End FY 78		End FY 81	
	Mean	N	Mean	N	Mean	N
Level of adequacy of information used for planning decisions						
Reliability and scope	2.5	84	3.6	75	4.7	75
Needs assessments	2.4	83	3.7	75	4.6	75
Trends analysis	2.4	83	3.5	75	4.7	75
Market analysis on use of graduates	2.1	83	3.1	75	4.3	75
Status reports on progress	2.5	82	3.6	74	4.7	75
Procedures for using evaluation in the planning process						
Procedures established	2.2	84	3.6	75	4.7	74
Evaluation results actually flow to primary users for planning purposes	2.1	84	3.5	75	4.6	74
Fiscal processes						
Contribute directly to fiscal planning needs	2.8	84	4.0	75	4.8	74
Fiscal planning incorporated into total institutional planning process	2.8	73	4.0	75	4.7	73
Level of adequacy of organizational support for planning						
Professional staff assist in institution-wide planning activities	2.7	85	3.9	75	4.7	74
Institution research and analysis services support for planning	2.6	84	3.7	75	4.7	75
Computer center support for planning	2.3	83	3.5	74	4.7	74

5 = Substantially Accomplished
4 = Significant Progress
3 = Partially Completed
2 = Non-existent
1 = No Change Planned

CHARACTERISTICS OF INSTITUTIONS
IMPLEMENTATION OF MANAGEMENT
NUMBER OF INSTITUTIONAL RESPONSES
(Four-Year Institutions)

TABLE III-58

CHARACTERISTICS OF PROGRAMS	ALL COLLEGES					
	Before Award		End FY 78		End FY 81	
	Mean	N	Mean	N	Mean	N
Definition of roles and functions of institutional personnel						
Clearly stated job descriptions established	2.8	83	4.0	74	4.8	73
Tables and charts of organization reflect how the institution actually operates	3.2	83	4.3	74	4.9	73
Elimination of ambiguities of reporting responsibilities	2.9	84	4.0	75	4.8	74
Desired level of fiscal monitoring						
System for maintaining a pre-established pace of controllable expenditures in use	3.0	84	3.9	75	4.8	74
Regular procedures for frequent review and necessary recycling of funds in use	3.1	84	4.0	75	4.8	72
Sufficient cash flow reporting procedures in use	3.2	84	4.1	75	4.8	72
Timely fiscal information retrieved for decision making	2.6	85	3.9	75	4.7	73
Desired operational level of data base and information retrieval to serve decision making in areas of:						
Students	2.7	84	3.6	75	4.7	74
Instruction	2.7	72	3.6	74	4.6	73
Faculty personnel	2.6	84	3.7	75	4.7	74
Administrative personnel	2.5	84	3.6	75	4.8	74
Alumni	2.4	84	3.4	75	4.4	74
Facilities and inventory	2.5	83	3.3	75	4.6	74

5 = Substantially Accomplished
4 = Significant Progress
3 = Partially Completed
2 = Initial Effort
1 = Non-existent
0 = No Change Planned

CHARACTERISTICS OF INSTITUTIONS
IMPLEMENTATION OF MANAGEMENT
NUMBER OF INSTITUTIONAL RESPONSES
(Four-Year Institutions)

TABLE III-58 (Continued)

CHARACTERISTICS OF PROGRAMS	ALL COLLEGES					
	Before Award		End FY 78		End FY 81	
	Mean	N	Mean	N	Mean	N
Desired quality of a policies and procedures manual						
Complete	2.6	85	3.5	74	4.7	72
Clearly stated	2.6	85	3.6	75	4.7	72
Used as a basic operating reference	2.5	84	3.5	75	4.6	73
Desired level of use of criteria and objectives to guide day-to-day operations						
Institution-wide use of program or activity objectives	2.2	84	3.4	74	4.6	74
Objectives developed for individual administrators	2.3	83	3.6	75	4.7	73
Outcome measures, including institutional impact and rates of student retention, placement, and transfer in use	2.3	83	3.5	75	4.7	74
Desired level of quality of written procedures for determining resource allocation						
Fiscal resources	2.6	82	3.5	73	4.7	74
Human resources	2.4	83	3.3	73	4.5	73
Facilities and equipment	2.4	83	3.3	74	4.5	73
Academic programs	2.7	82	3.6	74	4.7	73
Other programs	2.5	79	3.2	68	4.4	68

5 = Substantially Accomplished
4 = Significant Progress
3 = Partially Completed
2 = Initial Effort
1 = Non-existent
0 = No Change Planned

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CHARACTERISTICS OF INSTITUTIONS
IMPLEMENTATION OF EVALUATION
NUMBER OF INSTITUTIONAL RESPONSES
(Four-Year Institutions)

TABLE III-59

CHARACTERISTICS OF PROGRAMS	ALL COLLEGES					
	Before Award		End FY 78		End FY 81	
	Mean	N	Mean	N	Mean	N
Desired level of use of evaluation data to alter institutional programs						
Fiscal resources	2.6	84	3.7	74	4.5	71
Human resources	2.5	83	3.5	74	4.6	73
Facilities and equipment	2.4	84	3.3	74	4.4	73
Personnel assignments	2.5	83	3.5	74	4.5	73
Program evaluation						
Desired level of quality of performance measures for each institutional program	2.3	52	3.3	57	4.4	54
Written	2.1	83	3.3	74	4.4	73
Used for evaluation	2.0	83	3.2	74	4.3	73
Desired level of quality of achievement measures for mission and goals						
Identified	2.3	84	3.5	74	4.5	73
Used for evaluation	2.0	83	3.2	74	4.4	73
Institutional monitoring procedures at desired quality level						
Identified	2.1	83	3.4	74	4.5	73
Used for evaluation	2.0	83	3.2	74	4.4	73
Supportive studies conducted at the desired level of frequency and adequacy						
Assessment of student performance	2.7	84	3.5	74	4.5	73
Student attrition assessment	2.6	84	3.7	74	4.6	73
Follow-up studies of graduates and former students	2.4	83	3.4	74	4.5	73

5 = Substantially Accomplished
4 = Significant Progress
3 = Partially Completed
2 = Initial Effort
1 = Non-existent
0 = No Change Planned

CHARACTERISTICS OF INSTITUTIONS
IMPLEMENTATION OF EVALUATION
NUMBER OF INSTITUTIONAL RESPONSES
(Four-Year Institutions)

TABLE III-59 (Continued)

CHARACTERISTICS OF PROGRAMS	ALL COLLEGES					
	Before Award		End FY 78		End FY 81	
	Mean	N	Mean	N	Mean	N
Criteria and procedures for formal evaluation of personnel of the desired level of quality have been developed and are in use for:						
Administrators	2.4	83	3.3	73	4.5	74
Faculty	3.1	84	3.9	74	4.7	72
Other staff	2.7	83	3.5	73	4.6	72
Desired level of impact of the institution's PME system						
Faculty awareness of how the institution's PME system works	1.6	80	3.2	72	4.4	71
Staff awareness of how the institution's PME system works	1.7	79	3.2	72	4.5	71
Each individual member of the college community understands his/her PME responsibilities and how to use the system	1.7	62	3.0	62	4.2	61

5 = Substantially Accomplished
4 = Significant Progress
3 = Partially Completed
2 = Initial Effort
1 = Non=existent
0 = No Change Planned

CHARACTERISTICS OF INSTITUTIONS
IMPLEMENTATION OF PLANNING
NUMBER OF INSTITUTIONS RESPONDING
(Four-Year Institutions)

TABLE III-60

CHARACTERISTICS OF PROGRAMS	PARTICIPATED IN AIDP FOR TWO YEARS															PARTICIPATED IN AIDP FOR FOUR YEARS														
	Before AIDP					End FY 1978					End FY 1981					Before AIDP					End FY 1978					End FY 1981				
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Mission and goal statements.																														
a. Exist in a clearly-stated form.	2	1	7	3	4	0	0	2	5	11	0	0	0	1	13	0	5	4	9	5	0	0	0	7	19	0	0	0	2	24
b. Are comprehensive and institution-wide.	2	1	8	3	3	0	0	2	6	10	0	0	0	1	13	0	6	4	10	3	0	0	1	7	18	0	0	0	2	24
c. Articulating and updating mission and goal statements are established, continuing processes.	3	5	3	4	2	0	0	5	5	8	0	0	0	3	11	3	4	11	4	1	0	0	3	10	13	0	0	0	4	22
Objectives clearly articulated for programs within the institutions.																														
a. All academic units at the department, division, discipline, or similar level.	6	3	5	2	1	2	2	4	9	1	0	1	0	2	11	1	6	10	6	0	0	0	5	14	7	0	0	0	7	19
b. All instructional programs at the course/class level.	5	1	6	3	2	1	4	3	8	2	1	0	0	5	8	2	4	10	5	1	0	3	2	16	5	0	0	3	7	15
c. All other administrative units.	4	3	9	1	0	0	3	5	10	0	0	0	0	3	11	3	4	10	5	0	0	1	7	11	7	0	0	0	5	20
Policies and procedures developed to the desired level to assess need for change.																														
a. Committee processes	2	3	7	5	0	0	2	6	8	2	0	0	0	5	9	3	4	11	4	1	0	1	4	15	6	0	0	0	6	20
b. Responses to plans from administrative offices	3	2	9	2	1	0	4	5	7	2	0	0	0	5	9	2	5	9	5	1	0	0	3	16	6	0	0	0	4	21
c. Systematic encouragement and stimulation to staff on new approaches	3	3	6	5	0	1	2	5	9	0	0	0	0	2	11	2	4	8	8	1	0	0	1	14	10	0	0	1	4	20
d. Deletion and addition of courses	1	2	5	6	1	1	1	4	8	2	0	0	0	5	9	1	2	4	11	6	0	0	1	11	14	0	0	0	2	24

CHARACTERISTICS OF INSTITUTIONS
IMPLEMENTATION OF PLANNING
NUMBER OF INSTITUTIONS RESPONDING
(Four-Year Institutions)

TABLE III-60(Continued)

CHARACTERISTICS OF PROGRAMS	PARTICIPATED IN AIDP FOR TWO YEARS															PARTICIPATED IN AIDP FOR FOUR YEARS														
	Before AIDP					End FY 1978					End FY 1981					Before AIDP					End FY 1978					End FY 1981				
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Level of adequacy of information used for planning decisions.																														
a. Reliability and scope.	4	6	4	2	1	0	3	7	7	1	0	0	1	5	8	1	12	9	1	0	0	1	8	15	2	0	0	1	7	18
b. Needs assessments.	7	5	4	1	0	1	3	8	4	2	0	1	1	3	9	2	8	9	2	1	0	1	5	17	3	0	0	1	7	18
c. Trends analysis.	5	5	6	0	1	2	3	8	4	1	0	0	1	4	9	7	8	5	2	1	0	2	10	12	2	0	0	3	4	19
d. Market analysis on use of graduates.	7	4	6	0	0	3	6	7	2	0	0	1	1	7	5	7	6	7	2	0	1	4	12	9	0	0	1	3	9	13
e. Status reports on progress.	6	7	2	1	1	1	4	8	4	1	0	0	1	6	7	4	6	8	5	0	0	1	8	14	2	0	0	2	3	21
Procedures for using evaluation in the planning process.																														
a. Procedures established.	6	7	2	2	0	0	5	6	7	0	0	0	0	6	8	8	6	7	1	0	0	1	8	14	3	0	0	1	5	20
b. Evaluation results actually flow to primary users for planning purposes.	7	5	2	3	0	0	7	5	6	0	0	0	0	5	9	10	4	5	3	0	0	2	7	13	4	0	0	0	8	18
Fiscal Processes.																														
a. Contribute directly to fiscal planning needs.	1	6	5	5	0	0	2	5	9	2	0	0	1	2	11	3	8	9	3	0	0	1	4	12	9	0	0	0	4	22
b. Fiscal planning incorporated into total institutional planning process.	2	4	5	6	0	0	3	5	7	3	0	0	1	1	12	0	6	7	5	0	0	1	5	11	9	0	0	0	9	16
Level of adequacy of organizational support for planning.																														
a. Professional staff assist in institution-wide planning activities.	8	2	3	3	1	0	5	3	8	2	0	0	1	1	12	3	6	11	3	1	0	1	6	10	9	1	0	0	7	18
b. Institution research and analysis services support for planning.	8	2	2	4	0	0	5	5	7	1	0	0	1	5	9	5	7	9	2	1	0	1	6	14	5	0	0	1	6	19
c. Computer center support for planning.	6	4	3	0	0	1	5	9	2	0	0	1	1	4	8	5	8	6	4	1	1	1	5	16	3	1	0	0	4	21

CHARACTERISTICS OF INSTITUTIONS
IMPLEMENTATION OF PLANNING
NUMBER OF INSTITUTIONS RESPONDING
(Four-Year Institutions)

TABLE III-60 (Continued)

CHARACTERISTICS OF PROGRAMS	PARTICIPATED IN AIDP FOR TWO YEARS															PARTICIPATED IN AIDP FOR FOUR YEARS														
	Before AIDP					End FY 1978					End FY 1981					Before AIDP					End FY 1978					End FY 1981				
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Participation of relevant groups in planning has reached the desired level of adequacy.																														
a. Administration (at all levels)	4	5	4	2	0	0	3	5	6	2	0	0	1	2	10	1	4	4	6	0	0	0	3	13	5	0	0	0	3	17
1. Completion of training in planning skills and techniques.	4	8	2	3	0	0	4	8	5	1	0	0	1	3	10	4	7	7	5	0	0	1	8	12	5	0	0	0	7	19
2. Participation in planning as a year-round activity.	5	7	2	2	1	0	2	9	6	1	0	0	1	3	10	3	7	9	5	0	0	1	7	10	8	0	0	0	7	19
b. Faculty (as individuals and as committee members)																														
1. Completion of training in planning skills and techniques (within scope of responsibilities).	6	4	4	2	0	2	7	6	2	1	0	0	2	7	5	2	9	8	4	0	0	3	7	12	4	0	0	3	7	15
2. Participation in planning as a year-round activity.	3	4	7	2	0	1	6	6	5	0	0	0	1	6	7	3	7	8	5	1	1	2	6	10	7	0	1	1	6	18
c. Governing board																														
1. Assumes an active role in planning based upon sufficient training.	6	2	3	1	3	2	2	4	4	4	0	1	0	4	8	1	2	8	7	3	0	2	5	11	8	0	0	1	5	20
2. Planning is recognized as an important board concern.	4	3	4	0	5	1	2	3	3	8	0	0	1	1	12	1	1	11	8	2	0	0	4	7	15	0	0	1	2	23
d. Students (in area related to their concerns)																														
1. Have a general awareness of their role in planning.	4	8	2	1	0	3	4	8	2	0	0	1	1	10	2	5	7	7	3	0	0	2	10	11	2	0	0	2	16	7
e. Alumni (in contacts with the institution)																														
1. Are aware of and support institutional planning.	5	9	2	1	0	2	4	8	2	2	0	0	2	9	3	5	6	9	1	1	2	1	7	11	3	0	0	4	8	13
f. Community (public agencies; supporters)																														
1. Community needs incorporated in institutional planning.	5	4	4	4	0	1	4	6	5	2	0	0	0	8	6	3	5	10	4	1	1	2	8	10	5	0	0	3	11	12

CHARACTERISTICS OF INSTITUTIONS
IMPLEMENTATION OF MANAGEMENT
NUMBER OF INSTITUTIONS RESPONDING
(Four-Year Institutions)

TABLE III-61

CHARACTERISTICS OF PROGRAMS	PARTICIPATED IN AIDP FOR TWO YEARS															PARTICIPATED IN AIDP FOR FOUR YEARS														
	Before AIDP					End FY 1978					End FY 1981					Before AIDP					End FY 1978					End FY 1981				
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Definition of roles and functions of institutional personnel.																														
a. Clearly stated job descriptions established.	3	3	7	3	1	0	0	2	11	5	0	0	0	3	11	4	7	8	2	0	0	1	6	15	3	0	0	1	4	20
b. Tables and charts of organization reflect how the institution actually operates.	2	3	7	4	1	0	0	1	10	7	0	0	0	3	11	2	7	6	4	3	0	0	3	14	8	0	0	0	4	21
c. Elimination of ambiguities of reporting responsibilities.	3	6	4	3	1	0	1	6	8	3	0	0	0	5	9	1	7	8	6	0	0	0	5	14	7	0	0	0	7	19
Desired level of fiscal monitoring.																														
a. System for maintaining a pre-established pace of controllable expenditures in use.	2	3	5	5	2	0	2	4	9	3	0	0	0	4	10	1	7	11	3	1	0	1	3	14	8	0	0	0	1	24
b. Regular procedure for frequent review and necessary recycling of funds in use.	1	5	4	4	3	0	2	5	7	4	0	0	1	1	12	1	7	11	3	1	0	1	3	11	11	0	0	0	1	23
c. Sufficient cash flow reporting procedures in use.	1	3	7	2	4	0	2	5	6	5	0	0	1	1	12	1	5	9	7	1	0	1	2	8	15	0	0	0	3	21
d. Timely fiscal information retrieved for decision making.	2	4	6	3	2	0	2	5	8	3	0	0	1	2	11	3	4	15	2	0	0	1	5	13	7	0	0	0	6	19

CHARACTERISTICS OF INSTITUTIONS
IMPLEMENTATION OF MANAGEMENT
NUMBER OF INSTITUTIONS RESPONDING
(Four-Year Institutions)

TABLE III-61(Continued)

CHARACTERISTICS OF PROGRAMS	PARTICIPATED IN AIDP FOR TWO YEARS															PARTICIPATED IN AIDP FOR FOUR YEARS														
	Before AIDP					End FY 1978					End FY 1981					Before AIDP					End FY 1978					End FY 1981				
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Desired operational level of data base and information retrieval to serve decision making in areas of:																														
a. Students	3	7	6	1	0	0	3	8	6	1	0	0	1	6	7	2	8	7	6	0	0	0	8	14	4	0	0	0	6	20
b. Instruction	1	10	5	1	0	0	3	10	4	1	0	0	1	5	8	2	5	8	4	0	0	0	7	14	4	0	0	0	9	16
c. Faculty personnel	3	7	5	2	0	0	3	8	5	2	0	0	1	5	8	3	7	7	6	0	0	1	8	12	5	0	1	0	6	19
d. Administrative personnel	3	6	6	2	0	0	3	7	6	2	0	0	1	3	10	3	7	10	3	0	0	2	5	14	5	0	0	0	5	21
e. Alumni	2	7	7	1	0	1	3	7	7	0	0	1	0	6	7	3	5	11	4	0	0	1	11	11	3	0	0	0	13	12
f. Facilities and inventory	3	7	5	1	1	1	3	10	3	1	0	0	1	4	9	5	6	8	3	1	1	2	9	9	5	0	0	0	5	21
Desired quality of a policies and procedures manual.																														
a. Complete	3	5	6	2	0	2	1	6	7	1	0	0	0	4	9	5	6	5	6	2	2	0	8	9	6	0	0	1	7	17
b. Clearly stated	3	5	5	3	0	2	1	5	7	2	0	0	0	4	9	4	8	5	5	1	2	0	8	8	8	0	0	0	8	17
c. Used as a basic operating reference	4	3	8	1	0	3	1	4	8	1	0	0	0	5	8	4	8	5	5	0	2	0	9	8	7	0	0	0	8	18
Desired level of use of criteria and objectives to guide day-to-day operations.																														
a. Institution-wide use of program or activity objectives.	7	6	3	1	0	1	7	7	2	1	0	1	1	7	5	7	4	8	3	0	0	1	10	13	2	0	0	0	6	20
b. Objectives developed for individual administrators.	4	6	7	0	0	0	3	8	6	1	0	0	0	4	10	6	5	8	2	1	0	2	9	11	4	0	0	1	7	18
c. Outcome measures, including institutional impact and rates of student retention, placement, and transfer in use.	4	6	6	0	0	0	4	10	4	0	0	0	0	5	9	3	10	7	2	0	0	1	8	16	1	0	0	1	4	21

CHARACTERISTICS OF INSTITUTIONS
IMPLEMENTATION OF MANAGEMENT
NUMBER OF INSTITUTIONS RESPONDING
(Four-Year Institutions)

TABLE III-61(Continued)

CHARACTERISTICS OF PROGRAMS	PARTICIPATED IN AIDP FOR TWO YEARS															PARTICIPATED IN AIDP FOR FOUR YEARS														
	Before AIDP					End FY 1978					End FY 1981					Before AIDP					End FY 1978					End FY 1981				
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Desired level of quality of written procedures for determining resource allocation.																														
a. Fiscal resources	2	3	9	3	0	1	2	8	7	0	0	0	0	7	7	2	6	9	4	0	2	2	5	13	3	0	0	1	4	20
b. Human resources	4	4	7	2	0	1	4	8	4	0	0	0	0	8	6	5	5	7	4	0	2	2	8	10	3	0	0	1	9	15
c. Facilities and equipment	4	5	6	2	0	1	4	7	5	1	0	0	0	5	9	5	6	6	4	0	3	2	8	10	2	0	0	2	9	14
d. Academic programs	3	5	6	3	0	0	3	9	6	0	0	0	0	6	8	4	4	7	5	0	2	1	5	13	4	0	0	1	4	20
e. Other programs	5	4	4	2	0	2	3	7	3	0	0	0	0	6	7	4	4	7	4	1	3	2	6	9	3	0	0	3	8	11
Desired level of use of evaluation data to alter institutional programs.																														
a. Fiscal resources	4	5	4	3	1	1	4	6	5	2	0	0	1	6	7	1	8	9	4	0	0	0	9	11	5	0	1	1	5	16
b. Human resources	5	3	5	4	0	1	4	6	7	0	0	0	1	6	7	3	7	8	3	0	0	0	10	12	3	0	0	2	9	14
c. Facilities and equipment	4	4	6	3	0	1	3	7	6	1	0	0	0	5	9	3	9	8	2	0	1	0	14	8	2	0	0	2	10	13
d. Personnel assignments	4	4	5	4	0	0	5	4	9	0	0	0	1	4	9	2	8	8	3	0	1	0	8	12	4	0	0	1	8	16

CHARACTERISTICS OF INSTITUTIONS
IMPLEMENTATION OF EVALUATION
NUMBER OF INSTITUTIONS RESPONDING
(Four-Year Institutions)

TABLE III-62

CHARACTERISTICS OF PROGRAMS	PARTICIPATED IN AIDP FOR TWO YEARS															PARTICIPATED IN AIDP FOR FOUR YEARS														
	Before AIDP					End FY 1978					End FY 1981					Before AIDP					End FY 1978					End FY 1981				
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Program evaluation																														
a. Desired level of quality of performance measures for each institutional program.	5	6	4	0	1	1	7	3	5	1	0	0	2	3	8	2	3	6	2	0	0	2	5	13	0	0	0	2	8	9
1. Written	7	6	4	0	0	1	8	4	4	1	0	0	2	4	8	7	6	7	1	0	0	2	7	15	1	0	0	1	10	14
2. Used for evaluation	6	6	4	1	0	2	6	5	5	0	0	1	1	3	9	9	4	7	1	0	0	3	9	12	1	0	0	1	10	14
b. Desired level of quality of achievement measures for mission and goals.																														
1. Identified	6	5	1	4	1	0	4	8	4	2	0	0	1	5	8	7	4	9	2	0	0	2	5	15	3	0	0	0	9	16
2. Used for evaluation	6	6	3	2	0	2	3	10	2	1	0	1	0	5	8	10	2	8	1	0	1	1	8	12	3	0	0	0	11	14
c. Institutional monitoring procedures at desired quality level.																														
1. Identified	7	4	4	2	0	1	6	8	2	1	0	0	1	5	8	8	4	7	2	0	0	1	9	13	2	0	0	1	11	13
2. Used for evaluation	6	5	6	0	0	2	4	9	3	0	0	1	1	6	6	10	1	8	2	0	0	2	8	13	2	0	0	1	12	12
d. Supportive studies conducted at the desired level of frequency and adequacy.																														
1. Assessment of student performance.	3	5	7	2	0	0	5	6	6	1	0	0	1	5	8	2	8	10	2	0	0	1	8	15	1	0	0	1	7	17
2. Student attrition assessment.	4	6	5	2	0	0	4	4	10	0	0	0	1	2	11	3	8	8	4	0	1	1	11	9	3	0	0	1	7	17
3. Follow-up studies of graduates and former students.	4	8	3	1	1	1	5	7	4	1	0	0	3	3	8	5	8	6	3	0	0	2	9	12	2	0	0	1	8	16

CHARACTERISTICS OF INSTITUTIONS
IMPLEMENTATION OF EVALUATION
NUMBER OF INSTITUTIONS RESPONDING
(Four-Year Institutions)

TABLE III-62 (Continued)

CHARACTERISTICS OF PROGRAMS	PARTICIPATED IN AIDP FOR TWO YEARS															PARTICIPATED IN AIDP FOR FOUR YEARS														
	Before AIDP					End FY 1978					End FY 1981					Before AIDP					End FY 1978					End FY 1981				
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Criteria and procedures for formal evaluation of personnel of the desired level of quality have been developed and are in use for:																														
a. Administrators	5	5	3	3	0	4	2	4	7	0	0	1	0	4	9	4	5	9	3	1	3	1	7	10	4	0	1	1	7	16
b. Faculty	3	4	3	4	3	2	0	5	7	4	0	1	0	5	8	2	3	12	5	1	1	0	7	12	5	0	0	1	6	18
c. Other staff	5	4	4	2	2	3	2	4	7	2	0	0	1	5	8	3	4	7	7	1	1	0	7	12	5	0	0	1	6	18
Desired level of impact of the institution's PME system.																														
a. Faculty awareness of how the institution's PME system works.	10	5	1	0	0	1	9	4	3	0	0	0	2	5	6	10	7	3	1	0	1	2	7	15	0	0	0	2	7	16
b. Staff awareness of how the institution's PME system works.	10	5	1	0	0	0	9	4	4	0	0	0	1	6	6	9	8	4	0	0	1	1	9	13	1	0	0	0	9	16
c. Each individual member of the college community understands his/her PME responsibilities and how to use the system.	8	4	0	0	0	3	7	4	0	0	0	1	2	6	2	7	7	2	0	0	1	3	12	7	0	0	1	2	7	13

D. PLANNING, MANAGEMENT, AND EVALUATION
SECTION II
(Four-Year Institutions)

Data were solicited to provide information on areas related to planning, management, and evaluation directly involved in its implementation. This information provides specific insights into some of the processes that have been associated with PME implementation. The following three areas have been considered:

1. Administrative units setting objectives;
2. Institutional research capabilities; and
3. Development of transactional information systems.

Each is considered in the following sections.

ADMINISTRATIVE UNITS THAT SET OBJECTIVES

Institutions have reported in Section I the extent of progress made toward their respective goals in acquiring clearly articulated objectives. Growth in the actual number of administrative units setting objectives and evaluating their efforts employing PME strategies is being measured.

Table III-63 shows a significant increase in units setting objectives and evaluating their efforts. The slight decrease in AIDP units in 1980-81 reflects the completion and phasing out of AIDP activities.

INSTITUTIONAL RESEARCH CAPABILITIES

The marked growth in services that normally are found in institutional research offices was an expected effect of the various AIDP activities, and especially the work being done on PME. In other sections of the Impact Study, progress toward institutional goals has been measured, especially in the use of data noted in Section I. This analysis attempts to identify impact where institutions have established an office of Institutional Research. The impact measured may be either the direct outcome of AIDP objectives or indirect outcomes since all post-AIDP grant outcomes are concerned (*Table III-64*).

FINDINGS

1. Institutions have opened or expanded an office of Institutional Research since the implementation of the AIDP activities.

2. New areas of activity listed by responding institutions indicated a trend toward systematic analysis of institutional data rather than toward additional discrete studies. Responses did not permit a precise identification of those activities that were consciously planned and comprehensive enough in nature to be designated as having achieved the status of a true systems approach. Institutions are nevertheless known to be striving for this level of institutional analysis or research. The findings provide evidence and show the consistency of this trend in the case of most institutions. At the very least, analysis on a continuing basis is an important step from discrete studies toward systematic analysis (*Table III-65*).

TRANSACTIONAL INFORMATION SYSTEMS

FINDINGS

1. The AIDP-funded activities enabled those institutions that had no subsystems developed prior to the grant to initiate such development (*Table III-66*).

   Of 85 institutions responding to this section, seven reported no subsystem development prior to AIDP. Of these, two have not installed any subsystems to date, although one expected a future installation with non-AIDP funds.

   Four of the five initiating subsystems development under AIDP were among the smallest institutions; none were among the largest. All five institutions presently using AIDP funds expected to complete the desired subsystems by 1981.

2. The AIDP grant enabled funded institutions to upgrade their pre-AIDP subsystems (*Tables III-67* and *III-68*).

   The impact of AIDP supported activities on pre-AIDP subsystems has been significant. Redesigning, merging, or otherwise upgrading these earlier subsystems has become a major undertaking for which the AID Program gets most of the credit. Of the 78 institutions with pre-AIDP subsystems, 51 (65 percent) of the institutions with pre-AIDP subsystems have reported the upgrading of one or more such subsystems accomplished. Over 92 percent of that group used AIDP funds for that purpose. The institutions reported that by 1981, 69 (88 percent) of the original 78 will have effected such improvement and an overwhelming 93 percent expected to depend on AIDP support to accomplish the work.

   The completeness of upgrading has also been substantial. Of the 78 institutions having subsystems prior to their AIDP grant, 26 (33 percent) now have no subsystem remaining as originally installed. By 1981, a total of 46 (60 percent) of such institutions expect to have no pre-AIDP subsystems without major modification. Of the 348 pre-AIDP subsystems reported, 166 (48 percent) have now been upgraded and by 1981, 255 (74 percent) will have been upgraded, leaving only 93 pre-AIDP subsystems intact.

There was no significant variation in upgrading experience and future plans between larger and smaller institutions or between earlier grantees and more recent grantees. However, approximately one-half of the institutions modifying subsystems with non-AIDP funds were larger institutions and none were among the smaller institutions.

While it is not unexpected that institutions will "outgrow" or require an upgrading of earlier subsystems, they are not always able to make the desired improvements. Evidence suggests that updating is now well underway among AIDP institutions and that by 1981 it will be nearly complete. Clearly, AIDP funds will have had a dominant role in making these developments possible.

While the primary AIDP impact measured in this portion of the study was that of the MIS/TIS activities themselves, it should be recognized that the needs of an emerging PME system for accurate and timely data might well have had an indirect role in setting the pace for the upgrading of pre-AIDP subsystems.

3. AIDP-funded activities have had a dominant role in TIS subsystem development (*Table III-69*).

   Since acquisition of the AIDP grant, grantee institutions have made important progress in strengthening their subsystem support for an improved TIS. The impact of AIDP has been found in two areas.

   Impact upon pre-AIDP subsystems has been noted above. AIDP's impact in all work done on subsystems since the date of the AIDP grant and projected for the next three years has been extensive. Evidence is that 95 percent of the institutions working on their subsystems during the grant period used AIDP funds and 95 percent of all subsystems worked on during the period received AIDP support.

   The impact of AIDP support on subsystems existing or under development at institutions by 1978 is equally impressive. At one-third of the institutions, subsystems had come entirely from AIDP. By 1981, it was reported that nearly one-half (48 percent) of the institutions would have exclusively AIDP supported subsystems. By comparison, only eight to nine percent of the institutions expected to have subsystems untouched by AIDP impact.

4. AIDP funds permitted institutions to provide TIS subsystems for additional areas to institutional operations (*Tables III-70* and *III-71*).

While pre-AIDP subsystems were being upgraded, institutions by 1978 were also acquiring new subsystems as well. Thus, in addition to new subsystems under old titles, a net increase in titles was noted in 1978 and 1981 over the pre-AIDP holdings. This would mean, in almost all cases, additional TIS support to institutional operations. It might even understate such additional support since some titles such as financial records and student records often represent a consolidation of several smaller subsystems.

In 1978 almost half of the additional titles (48 percent) were related to business office affairs and one-fourth (25 percent) were for student records. Institutional development (13 percent), facilities (9 percent), and academic programs (5 percent) also gained additional support. Titles showing a sustained and significant increase for the period under study include: student records, admissions, alumni, financial records, financial aid, personnel, and budget/general ledger.

The important stage of subsystem development that the institutions had reached in 1978 was revealed in their individual reports. Many old subsystems are still being used while their replacements or consolidations were being designed and tested. The survey responses, unless merging subsystems were sorted out, provided only a snapshot of a TIS in transition.

Broader TIS support is being provided to the institution through an increase in the scope of each subsystem perhaps as much as through an increase in the frequency of titles. Unfortunately, the measurement of a subsystem's scope requires more intricate measuring procedures than were available for this study. The growth of scope and sophistication of TIS subsystems, only a hint of which surfaced in this study, remains an important area for future study.

5. Completed AIDP-funded subsystems are now in the majority of an average institution's holdings (Table III-68).

Institutions report that 57 percent (264) of all (471) AIDP supported subsystems contemplated have now been completed and another 33 percent are already being developed. By 1981 all AIDP subsystems now under development will have been completed and the final 10 percent (58) will be under development.

The typical institution is now relying more (59 percent) on AIDP-funded subsystems than on its pre-AIDP subsystems. By 1981 that dependency is expected to be even greater (78 percent). At present 38 percent of the institutions have completed all of their AIDP subsystems and by 1981, 88 percent will have done so.

While the total number of subsystems is one indication of impact, a qualitative improvement such as merging or upgrading subsystems is also an important measure, though evidence of this is elusive. One indication, however, surfaced in the 1978 study. Institutions reported trasitional subsystems. Thus, it was noted that 101 subsystems now being upgraded would eventually become parts of larger subsystems and would no longer be listed under separate titles.

The typical institution's subsystem holdings show an increase from four subsystems to over five, with an expectation that by 1981 it will have six, five of which will have been achieved with AIDP funds.

6. AIDP-funded subsystems development was not significantly different at larger institutions from smaller institutions, at institutions in the program a short time from those in the program a long time (*Tables III-72* and *III-73*).

   Except for small institutions uniquely involved in initiating subsystem development through AIDP, the impact of AIDP appears to be determined by factors more significant than size or duration in the program. Since institutions funded in FY 76 were compared with FY 73 institutions, all had an opportunity for subsystem completion by 1978.

OBSERVATIONS REGARDING THE VALIDITY OF RESPONSES

The 1978 survey asked for the status of subsystem development by each title. This is an important modification from the previous surveys, which asked for summary data on subsystems. This provided evidence of shifting content through merging as well as shifting titles.

Analysis was based on a careful tracing of the various subsystems by title from pre-AIDP status through 1981. Institutions did not, however, indicate the breakout of each subsystem at each stage. Most difficult was the tracing of an old subsystem into several new titles. It was not always clear which routines were kept, which were modified, and which were completely replaced. Beyond noting the evidence of having encouraged upgrading, the extent of AIDP impact cannot always be measured with precision.

The lack of universally accepted labels or content of subsystems with similar titles poses difficulties in drawing properly weighted conclusions. An important step noted by some institutions was to shift from a batch procedure to on-line input and retrieval or to acquire an on-line capability outright. Although this step is significant, many institutions failed to indicate which capabiltiy was being acquired.

Much more needs to be done through special follow-up studies to examine institutional experiences in upgrading, in the campus impact of subsystems modification while underway, in trends toward larger, more consistent subsystems content, and in greater use being made of information generated by improved subsystems.

In providing actual titles of subsystems completed or under development, AIDP institutions provided evidence, in greater detail than ever before, of the impact AIDP has had on their transactional information systems.

AVERAGE ADMINISTRATIVE UNITS PER INSTITUTION THAT SET OBJECTIVES AND EVALUATE BY PME STRATEGIES

(Four-Year Institutions)

TABLE III-63

ALL INSTITUTIONS:

	$\bar{X}$ Prior to AIDP	$\bar{X}$ 1977-78AY	$\bar{X}$ 1980-81 AY
AIDP units	-	9	8
Other units	3	11	21

INSTITUTIONS WITH LARGER ENROLLMENTS (TOP 1/3):

	$\bar{X}$ Prior to AIDP	$\bar{X}$ 1977-78 AY	$\bar{X}$ 1980-81 AY
AIDP units	-	10	8
Other units	2	18	35

INSTITUTIONS WITH SMALLER ENROLLMENTS (LOWER 1/3):

	$\bar{X}$ Prior to AIDP	$\bar{X}$ 1977-78 AY	$\bar{X}$ 1980-81 AY
AIDP units	-	7	6
Other units	2	8	15

INSTITUTIONS IN THE PROGRAM FOR TWO YEARS:

	$\bar{X}$ Prior to AIDP	$\bar{X}$ 1977-78 AY	$\bar{X}$ 1980-81 AY
AIDP units	-	7	10
Other units	1	4	20

INSTITUTIONS IN THE PROGRAM FOR FOUR YEARS:

	$\bar{X}$ Prior to AIDP	$\bar{X}$ 1977-78 AY	$\bar{X}$ 1980-81 AY
AIDP units	-	4	5
Other units	10	15	22

STATUS OF INSTITUTIONAL RESEARCH

TABLE III-64

Status	Number	% %
Office opened or expanded	64	81
No office	12	15
Specifically assigned to other offices	3	4
Total Responding	79	100

OFFICES OF INSTITUTIONAL RESEARCH
NEW AREAS OF ACTIVITY
(Four-Year Institutions)

TABLE III-65

Activities and Categories	Number of Responses	Percent of Total
1. Toward systematic analysis		
Data base development	19	14
PME	14	11
Student Profiles	13	10
Evaluation	11	8
MIS	11	8
Fiscal Analysis	8	6
Internal Reporting	6	4.5
TIS	2	1.5
Responses total	84	63.0
2. Either discrete or systems oriented studies		
Enrollment trends	6	4.5
Facilities analysis	3	2
Staffing and personnel resources	3	2
Other	14	11
Responses total	26	19.5
3. More likely to be discrete studies		
External reporting	6	4.5
Faculty profiles	6	4.5
Attrition studies	5	4
Fund raising and development	4	3
Graduate placement	2	1.5
Responses total	23	17.5
Total responses	133	100.0

TRANSACTIONAL INFORMATION SYSTEMS
AIDP SPONSORED SUBSYSTEMS COMPLETED

TABLE III-66

A. PROGRESS TOWARD SUB-SYSTEM COMPLETION

	AY 1977-78	AY 1980-81
Completion of New AIDP Sub-systems	63%	88%
Completion of Non-AIDP Sub-systems	5%	100%
Still Being Developed:		
New AIDP Sub-system	37%	12%
AIDP Upgrading	25%	None
Non-AIDP Sub-system	95%	None

B. COMPLETION STATUS OF INSTITUTIONAL SUB-SYSTEMS

	Pre-AIDP	AY 1977-78	AY 1980-81
Completions:			
Pre-AIDP (Intact)	348	182	93
AIDP	0	264	413
Non-AIDP	0	1	23
TOTAL Completions	348	447	529
(Percent)	(100%)	(72%)	(90%)
Still Being Developed:			
AIDP New		154	58
AIDP: Upgrade Transition		(101)	None
Non-AIDP		19	None
TOTAL Outcome Exptected		173	58
(Percent)		(28%)	(10%)
TOTAL Sub-systems	348	617	587

C. SHARE OF AIDP-FUNDED ACTIVITIES IN OPERATIONAL SUB-SYSTEMS

	Pre-AIDP	AY 1977-78	AY 1980-81
Pre-AIDP Intact	100%	41%	18%
AIDP Supported	0	59%	78%
Non-AIDP Supported	0	0.2%	4%

TRANSACTIONAL INFORMATION SYSTEMS
AIDP SPONSORED SUBSYSTEMS COMPLETED
(Four-Year Institutions)

TABLE III-66 (Continued)

D. AVERAGE NUMBER OF OPERATIONAL SUBSYSTEMS PER INSTITUTION

	Pre-AIDP	AY 1977-78	AY 1980-81
Pre-AIDP Intact	4.19	2.19	1.12
AIDP Supported	– 0 –	3.18	4.97
NON-AIDP Supported	– 0 –	.01	.28
TOTAL Operational	4.19	5.38	6.37

E. NUMBER OF INSTITUTIONS: COMPLETION STATUS

	AY 1977-78	AY 1980-81
All AIDP subsystems Completed	29	67
No AIDP Subsystems Completed	25	7
Some AIDP Subsystems Completed	22	2
TOTAL Using Funds for Subsystem Development	76	76

TRANSACTIONAL INFORMATION SYSTEMS
INSTITUTIONAL PERFORMANCE IN UPGRADING ONE OR MORE PRE-AIDP SUBSYSTEMS
(Four Year Institutions)

TABLE III-67

AY 1977-78						AY1980-81				
UPGRADING	ALL	Institutions in 4 years	Institutions in 2 years	Large	Small	ALL	Institutions in 4 years	Institutions in 2 years	Large	Small
NONE	35%	20%	22%	29%	32%	12%	5%	5%	9%	9%
AIDP FUNDED	60%	75%	78%	64%	68%	82%	90%	95%	84%	91%
NON-AIDP FUNDED	5%	5%	0%	7%	0%	6%	5%	0%	7%	0%
N =	78	20	18	31	22*	78	20	18	31	22*

*The "smallest third" sample used throughout the study is for specific institutions. The reduced total results from either no pre-AIDP subsystems (6) or a failure to respond.

TRANSACTIONAL INFORMATION SYSTEMS
COMPLETENESS OF UPGRADING OF PRE-AIDP SUBSYSTEMS
(Four-Year Institutions)

TABLE III-68

Total Pre-AIDP Subsystems

	Pre-AIDP	AY 1977-78	AY 1980-81
Pre-AIDP Subsystems Intact	348	182	93
Percent of Pre-AIDP Subsystems Upgraded	0%	48%	74%

Total Institutions with Pre-AIDP Subsystems

	Pre-AIDP	AY 1977-78	AY 1980-81
Institutions with Intact Subsystems	78	52	32
Percent Institutions with All Upgraded	0%	33%	60%

TRANSACTIONAL INFORMATION SYSTEMS
ROLE OF AIDP FUNDS IN SUBSYSTEMS DEVELOPMENT
(Four-Year Institutions)

TABLE III-69

A. INSTITUTIONS: Experience in subsystem development

	Number of Institutions	Percent
Used AIDP funds only	53	64
Used no ADIP funds	4	5
Used both AIDP and Non-AIDP funds	23	28
Did no new work	3	3
TOTAL having subsystems	83	100

B. COMPARISON of impact of the three sources of subsystem development. Expressed as shares* of an institution's total subsystems in operation or being developed.

	AY 1977-78			AY 1980-81		
SHARE	AIDP	Pre	Non-AIDP	AIDP	Pre	Non-AIDP
ALL	33%	5%	3%	48%	4%	3%
OVER 75%	49	11	6	62	8	6
OVER 50%	73	19	9	79	10	9
OVER 25%	81	42	17	85	20	18
SOME	92	61	29	91	37	27
NONE	8%	39%	71%	9%	63%	73%

*NOTE: In some cases, where more than one source contributed to a single subsystem, each such source was credited with a share in its development.

TRANSACTIONAL INFORMATION SYSTEMS
ROLE OF AIDP FUNDS IN SUBSYSTEMS DEVELOPMENT
(Four-Year Institutions)

TABLE III-69 (Continued)

C. AIDP support impact upon total subsystems

Subsystems	Pre-AIDP	AY 1977-78	AY 1980-81
Total	348	617	587
AIDP Supported	0	415	471
AIDP Share	0	67%	80%

D. AIDP support impact upon post-AIDP grant subsystem update and development

Subsystems	Pre-AIDP	AY 1977-78	AY 1980-81
Total	348	617	587
Pre-AIDP Intact	348	182	93
New or Reworked	0	435	494
Funded by AIDP	0	415	471
AIDP Share of Post-Grant Activity	0	95%	95%

E. TYPICAL institution subsystems holdings

	Pre-AIDP	AY 1977-78	AY 1980-81
Total Subsystems Per Institution	4.19	7.71	7.33
AIDP-Supported Subsystems	0	5.19	5.88

INSTITUTIONAL PATTERNS OF EXPECTED SUBSYSTEM COMPLETION
(Four-Year Institutions)

TABLE III-70

Reports of AIDP SUBSYSTEMS Still Being Developed in 1981	Number of Institutions	Number of Subsystems
Largest 1/3 enrollment	6	24
Smallest 1/3 enrollment	5	19
In program 4 or more years	5	24
In program 2 years	5	25

TRANSACTIONAL INFORMATION SYSTEMS
TITLES AND NUMBER OF SUBSYSTEMS
(Four-Year Institutions)

TABLE III-71

Categories and Titles	Frequency of Use		
	Pre-AIDP	AY 1977-78	AY 1980-81
1. Business Office:			
Financial Records	22	40	41
Budget or General Ledger	16	30	28
Student Fiscal	14	22	22
Payroll	25	35	31
State Reports	1	4	4
Financial Management	23	38	33
Financial Aid	25	43	39
Accounting	23	29	24
Personnel	11	25	24
Other	12	31	33
2. Student Records:			
Student Records	31	49	53
Student Grades	19	27	25
Admissions	22	45	42
Registration	35	42	36
Other	5	13	14
3. Facilities, Equipment, Services:			
Property	3	3	2
Capital Budget	3	5	5
Inventory	2	11	11
Library	13	18	17
Other	6	12	12
4. Institutional Development:			
Alumni	17	40	37
Development	11	22	21
5. Academic Program Services:			
Curriculum	4	12	14
Other	3	9	7

TRANSACTIONAL INFORMATION SYSTEMS

B. NET INCREASE IN SUB-SYSTEMS SINCE THE AIDP GRANT, BY TITLE

TABLE III-71 (Continued)

Categories and Titles	Net Increase Over Pre-AIDP Holdings	
	AY 1977-78	AY 1980-81
1. Business Office:		
Financial Records	18	19
Budget/General Ledger	14	12
Student Fiscal	8	8
Payroll	10	6
State Reports	3	3
Financial Management	15	10
Financial Aid	18	14
Accounting	6	1
Personnel	14	13
Miscellaneous	19	22
Category TOTAL	125	108
2. Student Records:		
Student Records	18	22
Student Grades	8	6
Admissions	23	20
Registration	7	1
Miscellaneous	8	9
Category TOTAL	64	58
3. Facilities, Equipment, Services:		
Property	0	(-1)
Capital Budget	2	2
Inventory	9	9
Library	5	4
Miscellaneous	6	6
Category TOTAL	22	20
4. Institutional Development:		
Alumni	23	20
Development	11	10
Category TOTAL	34	30
5. Academic Program Services:		
Curriculum	8	10
Miscellaneous	6	4
Category TOTAL	14	14

TRANSACTIONAL INFORMATION SYSTEMS
NUMBER OF SUBSYSTEMS
(Four-Year Institutions)

TABLE III-72

	AY 1977-78			AY 1980-81		
CATEGORY	AIDP completed	AIDP developing	Non-AIDP	AIDP completed	AIDP developing	Non-AIDP
Institutions in AIDP 4 years	6	4	0	10	0	0
Institutions in 2 years	1	2	0	3	0	0
Other	8	2	0	10	0	1
Large	0	0	0	0	0	0
Small	11	6	0	17	0	1
Mid Size	4	2	0	6	0	0
Total	15	8	0	23	0	1

TRANSACTIONAL INFORMATION SYSTEMS
NUMBER OF INSTITUTIONS
(Four-Year Institutions)

TABLE III-73

	AY 1977-78			AY 1980-81		
CATEGORY	AIDP completed	AIDP developing	Non-AIDP	AIDP completed	AIDP developing	Non-AIDP
Institutions in 4 years or more	2	0	0	2	0	0
Institutions in 2 years	1	0	0	1	0	0
Other	2	0	2	2	1	1
Upper 1/3 Enrollment	0	0	0	0	0	0
Lower 1/3 Enrollment	4	0	2	4	1	1
Middle 1/3 Enrollment	1	0	0	1	0	0
Total	5	0	2	5	1	1

IV. SITE VISIT COMPONENT

A. INTRODUCTION

On-site visits to a sample of two- and four-year institutions to assess AIDP impact were included for the first time in the 1977 AIDP Impact Evaluation Study. Because of the effectiveness of the on-site visits for additional data gathering and also for furthering the consortium's coordination roles, they were employed again in the 1978 AIDP Impact Evaluation Study. They were included to provide data for the evaluation derived from the clients, users or observers of AIDP-funded activities through personal interview. The program and analytical models (see Introduction, Part I) provide a formal matrix of elements which make it possible to draw and analyze parallel data. The three modes favor different types of questions and questioning procedures. The program and analytic models also provide the matrix for comparison and verification of data. The site visit component facilitates the comparison process and enables an in-depth probing of areas that might have been overlooked or discounted by the institutions.

As described in the AIDP Impact Evaluation design, a minimum sample size of ten percent of grantee institutions was considered to be an adequate representation for the site visits. The criteria upon which the institution selection process was based included:

- *The institutions must have been in the AID Program for more than one year;*
- *The institutions should be medium-to-large sized (because of the greater number of students affected by these institutions);*
- *They should be representative of several geographical regions;*
- *The sample should include institutions from both rural and urban settings; and*
- *The institutions should be relatively free of internal political problems which might mask or distort the impact of AIDP.*

The ten institutions below were selected to represent the four-year AIDP grantee institutions:

- *Alabama A&M University*
- *Bethune Cookman College*
- *Ouachita Baptist University*
- *Prairie View A&M University*
- *Southern University*

- *St. Mary's College*
- *St. Mary's University*
- *University of Southern Colorado*
- *West Virginia Wesleyan College*
- *Loyola University of New Orleans*

In selecting the two-year institutions for the sample due to the greater variation in mission and orientation additional criteria categories were used in the sample selection process to assure representativeness.

- *Urban and Rural*
- *Ethnic Makeup*
- *Labor Management Relations*
- *Regional Distribution*
- *Industrial and Agricultural Orientation*

On the basis of these criteria, the following eight two-year institutions were selected:

- *Burlington County Community College*
- *East Los Angeles College*
- *El Paso Community College*
- *Highland Park Community College*
- *North Shore Community College*
- *Seattle Central Community College*
- *South Georgia College*
- *Vincennes University*

These two groups of institutions provided the broadest representation possible within the constraints of the sample sizes.

As described in the AIDP Impact Evaluation design, the open-ended interviews were intended to elicit the following types of information on funded activities:

- *General satisfaction with given AIDP activities;*
- *Effectiveness of given AIDP activities;*
- *The degree of change during the funded period;*
- *Reception given to the new dimension;*
- *Ramifications for other areas, positive and negative;*
- *The three greatest strengths of the activity;*
- *The three greatest weaknesses of the activity;*
- *Recommendations for strengthening the funded activity;*
- *General sense of level of priority of the activity vis-a-vis other funded or unfunded activities; and*
- *Contribution to the college's mission accomplishment.*

The interviews were conducted with faculty members, administrators (from the president to first-line supervisors), and students. Community sources that were interviewed included local businessmen, AIDP advisory counsel members, labor leaders, and members of various community organizations.

Interviews were scheduled on campuses by the coordinator. There was a concerted effort to talk to individuals who were involved in AIDP-funded activities and in non-funded activities. Small groups and individuals were interviewed. They were scheduled to meet throughout the day and early evening on each of the two days of the site visits. The visitation teams were composed of professional staff from the technical assistance agencies and from the consortia.

The visitation teams were familar with the schools and with the reports submitted by the institutions. The AIDP staff of each institution was familiar to the visiting team, which helped allay some of the pre-interview anxiety.

One month prior to the visits, phone calls were made to each of the AIDP Coordinators to explain fully the scope of the impact study and the significance of the site visit component. After approval from the presidents of the selected institutions, the coordinators were again contacted and a firm site visit data was set. A confirming letter was sent to each coordinator, restating the date and purpose of the visit. Each school was reassured that the visit was not to "check up" on their activities, but to help determine AIDP impact, which was not readily discerned from the previous reports submitted. The coordinators were provided with a data sheet which listed the interest areas. They were encouraged to circulate copies to all those who were to be interviewed.

In spite of the precedence of this study mode in the previous impact study there was a certain degree of concern at some institutions over the site visits (which had been anticipated), but the concern was soon dissipated and a cooperative and frank discussion of AIDP impact on various institutional activities was achieved at each of the selected campuses.

The structure of the site visit was not prescribed, but all colleges used similar approaches. A conference room was supplied at each site for the interviews and a schedule of interviewees was drawn up from the faculty, administration, student body, and community. Most interviewees had been provided with a copy of the data sheet sent to the AIDP Coordinator. Several colleges had prepared narrative summaries for key activities. Visits were made to several activities at each institution. Funded activities and some unfunded activities were visited as much as possible, and staff operators as well as student and community users were interviewed. Without exception, the interviewers were well received and considerable useful data was elicited.

In order to assure consistency in interviewing procedures and data gathering between the two- and four-year institutions, several site visits were made at both two- and four-year institutions with representatives of both consortium assisting agencies.

B. METHOD OF ANALYSIS

The site visitation reports were scanned for data which fit into one of the national priority areas identified in the AID Program Model:

I. Low-Income Student Development
II. Instructional Effectiveness
III. Administrative Effectiveness

The data were analyzed specifically for trends and the priorities given to allocations of AIDP funds with respect to the three national priority areas.

Responses were compared with those derived from the previous impact studies site visits to identify any possible trends or similarities.

The data of each institution's site visit was studied for evidence of organizational changes, attitudinal changes, implementation of techniques and PME subsystems and community impact. Information was also compiled on funded and unfunded activities. The data were then consolidated and patterns of trends and groups of activities were identified.

No attempt was made to make a statistical analysis of these data because the small sample would have produced little of statistical significance.

C. SITE VISITS
(Two-Year Institutions)

FINDINGS

AIDP influence was felt before the funding period. Much rapport was gained from the planning processes preceding the proposal writing. This had a cohesive influence and gave the participating personnel a feeling of authority and involvement. They were able to influence the contents of the proposal and incorporate some of their desires. This spurred a growing awareness of the mutuality of interests and common purposes of all involved. It also helped establish working relationships upon which the subsequently funded AIDP activities could capitalize when funds became available.

In conferences with students, faculty, administrators, and community members, there was a nearly universal conviction of the positive force of AIDP. There had been an initial ambivalence, and at times an aversion to AIDP, by elements in each constituency group within the institutions. Some administrators and faculty feared losing control of the institution. Conversely, other groups feared that the program would enable the administration to impose a tighter control over the institution. These reservations have been withdrawn in almost all cases. However, there is a continuing watchfulness by the faculty, which views the coordinator as a helping hand and as a source of assistance, yet at the same time looks for signs of self-serving behavior or subordination to the administration's control. This is probably inevitable and unavoidable, given the traditional adversary relationship between faculty and administrators. There are clear indications, however, that under the influence of AIDP, as the faculty and administrators become more attuned to each other's collective needs and work environments, this traditional adversary relationship has been modified.

There is a general recognition at all institutions (although not universal in all groups) that AIDP was the pivotal element in the materialization of many programs. It frequently provided the critical seed money or the indispensable last increment which made a program possible. On other occasions it enabled the upgrading of a program or activity with the application of new technology, additional capital equipment, or an increase in staff. The AID Program facilitated the transfer of technology in several ways. There was a spillover made possible by an improved communication process. There was a vitality imbued in the AIDP activity areas which conveyed a sense of urgency and increased the tempo of the change process. The trauma which frequently accompanies major institutional change was reduced because of the infusion of resources adequate to accomplish the institutional goals and objectives.

The closer community/institution ties and working relationships has produced several programs which relate to each of the three national priority areas. Several schools, pursuing alternative placement strategies, developed a formal association with the State Department of Labor/Employment. This placed a State Department of Labor staff person on a permanent part-time basis providing input and coordination for the counseling function from recruitment through follow-up. The input prompted revisions in the curriculum and counseling and directed more low-income students into areas with enhanced career prospects.

The closer community ties have also facilitated increased gift giving, articulation with the feeder high schools, increased job development in local industry, development of more special programs (e.g., weekend, senior citizens, women, mid-career change, enrichment for professionals, and adult vocational courses). Integrating the cooperative program with the liberal arts disciplines has resulted in a clearer understanding of the value of the liberal arts and has given the low-income students as well as the others a sense of the relevance and applicability of these areas in actual work situations.

While many of the effects of AIDP participation impact on all three national priority areas in some measure, most of the developments are identified more readily with one priority area than with others. The following presents some of the findings of the site visits, categorized by national priority area.

AIDP NATIONAL PRIORITY AREA I: LOW-INCOME STUDENT DEVELOPMENT

A major focus of the activities directed at the low-income student is the counseling function. Counseling programs have benefited directly and indirectly from AIDP at each college. Funded components provided some with equipment and software to expand the comprehensiveness of their counseling services. Morale rose in the counseling centers, faculty members were more aware of the counseling program, and counseling extended its community outreach.

In most institutions, the role of counseling is expanding to include all of the counseling-related functions. There is an awareness of the need to work with all elements that contribute to the formation of the low-income student. There are formal working relationships with feeder high schools; there is articulation of curriculums and continuing orientation of high school seniors to available postsecondary programs. On-campus programs for parents introduce the family to the advantages of higher education. Several institutions are making the counseling program and elements of the developmental skills programs available to high school students. Economic counseling and aid referral is reducing some of the adverse effects of economic disadvantage. To support this thrust, counselors are being cross-trained in financial assistance counseling.

Counseling and placement are often integrated. Seminars and workshops in job-getting and holding skills are decreasing the disparity between student perception and reality in career development. The seminars bring potential employers on campus to confer with student groups.

One school has decentralized its cooperative education department into the liberal arts department. This has provided examples of the applications of several disciplines in the work setting. The program has far more students interested than positions to fill, but the cooperative education department is continuing to increase the number of placements.

Tutoring programs utilizing peer tutors and counselor aides are proving effective in reaching the low-income student. They are having a beneficial effect on the entire institution. The student tutor and counselor aides working with and under the supervision of the respective professional staffs are realizing impressive cost-effective performance by virtue of their success and their low cost.

Follow-up activities are becoming more common despite the absence of direct benefit to the institutions in the form of tuition share or course load equivalence. This is being made possible in part by the improved information systems and the renewed effort to maintain contact with all students, graduates, or "stop outs." The counseling, placement, and follow-up services are being redefined to serve the "stop outs." This recognizes that some students have changing career aspirations or motivational drives which exclude postsecondary education for an indeterminant period.

Special programs are responding to the growing needs of senior citizens and women. Professional and enrichment courses for professionals are being made available, as well as programs for people with various types of handicaps. Another area of growth is counseling for under-educated adults and adults in mid-career change.

AIDP NATIONAL PRIORITY AREA II:
INSTRUCTIONAL EFFECTIVENESS

The performance of low-income students in developmental programs and subsequent academic pursuits, and the response to the innovative instructional modes has brought an increasing realization that open admission is not incompatible with higher academic standards if the institution responds with an imaginative array of instructional tools, instructional support services, and non-traditional attitudes. Programs were provided resources to rise from rudimentary development, or adequate performance, to outstanding programs. Two institutions generated academic skills development programs, which serve as models for the host state. At one institution, three-week, noncredit skills development mini-sessions were held and oversubscribed.

There has been a continuing interest in competency-based instruction, even from faculty opposed to MBO. The interest in individualized instruction will survive AIDP participation.

Some traditionalist faculty members still resist innovation and AIDP activities, seeking to return the institution to a role of transfer institution. More professional faculty tend to disregard the traditionalists.

Other funded activities included support services that provided resources and back-up to various disciplines, thus strengthening programs without weakening control. These activities reinforced the growing motivation in several institutions to develop more interdisciplinary efforts which combine the strengths of all contributors.

There was universal agreement among faculty and staff at all schools that AIDP had made possible many activities which promoted interdisciplinary understanding, faculty-administration cooperation, and increased student participation. Several schools had interdisciplinary retreats at the outset of the semester. These were recognized by both the faculty and the administration as having made a major contribution to improving relations between faculty groups and the administration.

Another factor contributing to a sense of stability was increased faculty involvement in the planning process. This was built in from the proposal stage on, and has continued, bringing the several disciplines together to plan support services and their own programs.

Improved communication between academic departments and local high schools has helped shape their respective curriculums. This has reduced the trauma that inevitably accompanies the transition from secondary to postsecondary educational institutions.

AIDP has made possible the offering of "loss leader" programs. These have little prospect of being self-supporting in the near future, but they are a valuable element in a well-rounded program and can strengthen other programs. Other institutions are engaged in curriculum development which makes more efficient use of the now available hardware and software. This requires faculty development seminars and workshops, which raise the faculty skills levels in the utilization of these tools.

AIDP NATIONAL PRIORITY AREA III:

ADMINISTRATIVE EFFECTIVENESS

Introduction of new management practices produced an ironic counterpoint. The new practices were frequently viewed with suspicion and skepticism as a threat to the existing order and stability. Yet other management innovations increased stability and information flow, decreasing the anxiety over AIDP impact and other change.

Faculty and administration concur almost universally that the greatest contribution of AIDP is the development and operation of institutional management systems. This was not always considered an asset or a virtue. In those limited number of institutions where administration-faculty relations were strained, the management systems were seen by some faculty members as administrative tools to centralize control and by others as a means to monitor the administrator more closely. In the institutions which were enjoying amicable administration-faculty relations the management systems innovations were viewed more positively and were deemed assets.

AIDP activities inspired an institutional administration internship program. This sponsored a group of faculty leaders to take released time and circulate throughout the administration, participating in and observing the various management activities. Great enthusiasm was expressed for this program from both the faculty and administration.

An indirect result, in varying degrees, of AIDP-sponsored grants at all institutions was an increased faculty capacity for adaptation and change. Professional development included more participation in management-oriented activities. Mini-grants programs increased the total number of proposals submitted to external funding sources.

There appears to be a democratization of the decision-making process. Even at institutions with presidents who tend to be more directive there is some increase in participative management.

The improvement of management systems generally has created a greater confidence in the administration, for several reasons. The MIS introduces an availability of data on all institutional aspects and promotes an open, enlightened faculty and administration. Management skills have been enhanced and the faculty respects the improved management to the degree that it is now motivated to develop its own managerial expertise. It looks to AIDP for this.

The value of the management systems and techniques installed through AIDP is recognized by other institutions of higher education. The PME programs of several grantee institutions have been adopted in varying degrees by sister institutions, and even by the entire system of which the AIDP institution is a member. Moreover, grantee institutional staff and AIDP coordinators are frequently sought as advisors to other institutions to share their knowledge of the PME systems, including the ZBB and MBO programs.

AIDP activities have increased the education and skill level of the classified staff. This has resulted in an increasing demand by the classified staff for a broader participation in institutional activities, more recognition, and greater opportunity for development. Administrations are more aware of staff needs than are the faculties.

As a result of the MIS component of the PME, managerial decision making has been objectified and accelerated. This extends to such esoteric reaches of management decision making as the institutional long-range plan, which is now recognized as a ***living*** document and a process, not a final, irrevocable statement of intent.

Many of the mechanical administrative operations of the grantee institutions have been improved:

- The time has been shortened to respond to recognized student financial need;
- Personnel systems have been upgraded;
- Student processing has been streamlined, removing an unnecessary stress on low-income students who may have a lower threshhold of anxiety; and
- Staff development has been fostered through workshops and retreats, resulting in:
    - Improved administrative skills;
    - Improved morale;
    - Improved communication;

- Increased cooperation; and
- Improved working relations.

The effects of the activities intending to enhance administrative effectiveness are among the most quantifiable AIDP results and will have an impact on the institutions for the longest duration.

PRESIDENTIAL LEADERSHIP

The site visit interviews revealed the importance of presidential leadership to the successful implementation of the AID Program and the merging of the program elements with the institution's other activities. The aspects of presidential leadership which contributed most significantly to the AID Program's success were:

- *Presidential interest* – the president's commitment to the AID Program in a manner which provides his visible support to AIDP activities in both the management and academic areas.

- *Presidential leadership style* – the degree of collegiality and directiveness the president orchestrates in the management of the program and in other institutional activities.

- *Presidential stability* – the longevity of the incumbent and the frequency of presidential turnover.

The continuing follow-up and visible support of the AID Program is the single most important contribution the president can make to its success. While this does not necessarily require his continual creative contribution, his unequivocal endorsement is frequently the key to an activity's success. It was important that this support was offered in a manner which would not be interpreted as intrusive. Recognition of activities and their sponsors was a success factor easily offered and well rewarded.

The collegiality and directiveness of the presidential leadership style influences the extent of involvement of faculty and administrators. While assertiveness was generally an asset to program implementation, when placed in an authoritarian organizational context it fomented some resistance, noncooperative behavior, and lack of commitment. All of these forces were directed at institutional activities in general and, specifically, at AIDP-sponsored administrative and management activities sponsored by the president.

The longevity of the president correlated positively with the degree of success of program implementation. The explanation for this may either be that more effective presidents stay in office longer, or stability stemming from longer tenure provides an environment more hospitable to change and program implementation. Frequently, changing presidents is generally accompanied by a lack of activity and resistance to change.

D. SITE VISITS
(Four-Year Institutions)

FINDINGS

Impacts of AIDP participation are in evidence at each stage of the grant period. Preparation of the AIDP proposal required a number of staff members to plan and develop a program designed to meet the perceived needs of the institution. Ideally, this planning was carried out with the benefit of considerable study and analysis, completed in advance of the AIDP grant, of the supportive role AIDP might assume in attaining the institutions' missions and goals. In some cases, the initial planning was carried out by a small number of individuals without linkage to institutional goals and mission. In either case, preparation of the institutions' final plans and subsequent revisions eventually requires a broad input from all sectors of the academic community. The first impact of AIDP reported was the process of encouraging evaluation of institutional directions, strengths, and weaknesses, and articulating a design of a comprehensive program to strengthen selected areas of the institution.

AIDP was often identified as an important factor in the addition of new individual clusters of programs and reorganizations. A particular relationship of note is that nearly all four-year institutions participated in the Title III Basic Development Program before participation in AIDP. The planning cycle for the "Basic" program required year-to-year program planning and implementation. This type of funding can be conducive to short-term projects, whereas AIDP involves three to five year programs and subsequent long-term planning. This important distinction was identified as an impetus for effecting implementation of programs requiring advanced planning which had not moved toward completion satisfactorily. The clear focus of AIDP on anticipated outcomes has also taken institutions beyond the emphasis on processes characteristic of year-to-year program operations.

At nearly every institution, AIDP has raised aspirations and expectations across the entire academic community. There is evidence of a relation between the presence of potential for development and the eventual realization of that potential. This often has prompted a prevasive "can do" attitude on campus, giving individuals the courage and incentive to try new things and to grow professionally in the process. At the same time, individual AIDP efforts are interwoven into a network of other institutional support and endeavors which augment the influence and effects on campus, and strengthen the achievement of institutional missions and goals other than those directly related to AIDP. These synergistic effects are increasingly evident the longer the institution participates in AIDP or where the institution has had longer opportunity to integrate AIDP activities into the fabric of its programs and operation.

AIDP activities are a constant stimulus for change. The result is broader institutional participation in the program. A fuller realization of human resource development has been achieved as a result. At the same time, satisfaction blossoms, representing a positive force and that margin of difference which has unleashed new creative efforts. The institutions move to higher plateaus of performance in serving students, in developing more effective instruction, in relating more effectively with respective communities, and in adopting new techniques and methods for greater administrative effectiveness.

AIDP activities are related to and supportive of the national program priorities and impact areas. Spin-offs or indirect effects likewise represent similar areas of impact. Yet each AID Program has been developed to meet the unique needs of each campus. Inasmuch as each institution began AIDP at different points of development, the difficulty is compounded to extract all inclusive impacts of AIDP across all campuses with the same number of years in the program. AIDP-funded activities are directed toward involvement of various minority groups in regional areas and are designed to interface with community needs. This interface has provided communities with needed skills and services and has provided students with opportunities for direct, meaningful experiences. The principal links between the community and college are internship programs, cooperative education, and participation on Boards of Trustees.

The following findings of the site visits are divided by national program priority areas as well as the role of the president. Although observations may actually overlap into more than one area, they have been divided by areas of principal impact.

AIDP NATIONAL PRIORITY AREA I: LOW-INCOME STUDENT DEVELOPMENT

Low-income students represent significant segments of students enrolled in four-year institutions. A number of institutions reported low-income students comprising as high as 70-80 percent of the student body. At the same time, at least one institution reported that AIDP had facilitated its seeking of low-income students through special recruitment programs, thereby increasing its student body by enrolling students who would not generally have been recruited.

Nearly all institutions report that there is a high correlation between low-income students and under-prepared students. These students require significant support programs and developmental or basic skills programs to raise competencies to a level of performance which will allow them to complete the four year course of study. A number of programs have been developed to meet the special needs, such as basic skills, remedial and developmental programs, academic advising, career and personal counseling, and other supportive efforts using peer counseling and tutoring programs.

Areas with large numbers of students with English as a second language also have special needs that are being served through AIDP. Fewer faculty members are involved directly with low-income students through academic advising programs sponsored by AIDP and special restructured freshman year programs. Personal counseling programs have been concerned with the special needs of low-income students and with developing comprehensive services to meet the multi-dimensional nature of those needs. For example, Bethune Cookman College in Daytona Beach, Florida (1976 grantee), like some of the other grantee institutions, has a very large number of low-income students enrolled on the campus. The character of the institution is permeated with a self-help philosophy in all programs in the college. AIDP has enabled Bethune Cookman to greatly expand and improve its counseling program. The new program has added staff with counseling expertise and has started both individual and group counseling sessions.

Career counseling and placement efforts are often linked directly to low-income students who are especially concerned with securing a job immediately upon graduation. Thus, St. Mary's College in Minnesota has developed an AIDP-sponsored activity, Strengthening Career Education. This multi-faceted program involving the development of Applied Majors involves varied disciplines with a broad base of support. One facet of the program is the area of Mathematics Applications, in which special applications for math have been developed in such fields as finance, business, computers, physics, astronomy, biology, and psychology. This enriching of the math curriculum appears to enable students in math to make sounder and more deliberate connections with potential career applications in their field of study.

Basic and developmental skills programs are initiated early in AIDP grant periods; implementation begins immediately. Although baseline statistics take time to be developed, students are enrolled in programs early in the grant period often with dramatic results by the end of the first year. Other personal support programs for low-income students, such as internships, cooperative education arrangements, counseling, and peer tutoring, take much longer to establish, generally starting with the second year of AIDP participation. Career information and placement services appear to take several years for implementation. Time is required to develop job contacts, referral systems, and career information materials that serve to link students to prospective employers. In addition, it is often necessary to develop credibility in the students as perceived by community organizations and businesses. For example, Loyola University of New Orleans, Louisiana has developed a major in Public Administration. This major has secured the backing of a broad base of faculty support; it provides marketable skills to low-income and other students. The program has developed a solid base of experience for future planning and assessment. Staff from Loyola University have worked with other institutions in the area as well as the community colleges in developing the program.

Beneficial spin-off effects to the entire institution from programs designed specifically to help low-income and under-prepared students have been noted by institutions. These special programs have contributed directly to improving the educational environment and learning opportunities for all students. In some institutions, addressing the needs of low-income students in a more deliberate fashion resulted in more comprehensive institutional testing functions and greater use of testing results for counseling and placement. Increased sophistication in testing is linked directly to developments in institutional research. Career education also involves and touches many disciplines. It has increasingly gained the support of significant numbers of faculty members; it has developed an excellent base for continuity from a broad segment of the academic community; and it has achieved a new institutional cohesiveness, unifying diverse elements on campuses.

AIDP NATIONAL PRIORITY AREA II:
INSTRUCTIONAL EFFECTIVENESS

AIDP funds have supported a large number and a wide variety of curricular offerings. New programs have been added as have new thrusts to programs existing before AIDP. New curricular offerings have ranged from individual courses/modules to new interdisciplinary majors and minors, and sometimes even the addition of new schools. On a number of campuses, new majors are a direct response to community and regional needs. By way of illustration, West Virginia Wesleyan University, located in the Applachian area, has developed a number of programs which involve the region and local community. Education outreach is carried out by the development of a radio network. An exchange program has been developed with Nova Scotia, Canada which is a rural area with similar problems as the West Virginia area. Regional workshops have also been held on such topics as "The Status of Women in Appalachia" and "The Community Resource in Health Care." These activities have the dual benefit of developing student and faculty competencies and enriching the institution's offerings, apart from providing needed services to the surrounding areas.

There is evidence that AIDP funds have been effectively used as seed money, serving as a catalyst, for example, for the institution to become the focal point to draw together previously fragmented resources. This is a multiplying of the effectiveness of staff commitment and funds. Interdisciplinary majors in some institutions are bringing together various sectors of the institution in such diverse areas as philosophy, applied social sciences, and health careers. A new enthusiasm has frequently been generated among faculty members who, often for the first time, are engaged in the development of new and expanded programs and opportunities to develop new materials. The faculty has become more conscious of professional growth potential and its necessity, and is more willing to take on extra responsibilities: administrative, advising, counseling, fund raising, and the development of new instructional materials. More faculty members are writing for publications. In one case, faculty monographs are being published by the college for the first time. As a result of participation in AIDP activities, faculty members and more "reality-oriented" about the meaning and importance of accountability, which is an integral part of planning, management, and evaluation efforts on campus.

A number of institutions have chosen to utilize AIDP funds to modify and expand the typical instructional delivery systems. This has primarily taken the form of individualizing instruction. Self-paced activities expand the number of students able to learn new skills and subjects who had not successfully mastered the typical classroom instructional setting. For instance, St. Mary's University, located in San Antonio, Texas, has implemented an individualized instructional activity with AIDP funds. Over 60 faculty members have developed new learning modules for their courses, involving over 2,200 individual projects. These modules have been incorporated into teaching methods of the faculty and represent a variety of academic departments and courses.

Support services for curricular offerings have long been recognized as important to educational institutions, especially those involved with low-income and educationally disadvantaged students. AIDP has been able to strengthen these support systems primarily through development of learning resource centers and audio visual or media centers. In many institutions a modest support from AIDP for equipment and staff have provided unique, cost-effective services. The AIDP grant has at times been matched with gifts from local businesses and TV stations, and combined with ingenuity for constructing facilities, institutions have been able to respond to faculty needs. Ouachita Baptist University in Arkansas, a small institution, has used AIDP funds for the development of a learning resources center. It has been able to match gifts from other sources with AIDP funds to provide a comprehensive center which meets the needs of university members. In addition, with AIDP funds, the school's library has acquired teletype access to the IUC-OCLU bibliographic network based in Ohio. This service appears to be heavily used and an integral part of the library service system, expanding services over and above what would have been possible for a university of its size and location.

A more specialized center has been developed with AIDP funds by Southern University in Baton Rouge, Louisiana. The use of AIDP funds has allowed the development of a communication skills center, which serves students from all areas of the undergraduate division. It is in full operation with newly acquired instructional equipment and materials. A faculty-developed teaching program has also been designed to meet the special needs of the students, and hard data on achievement outcomes will become available in the near future. The center has already attracted the attention of other institutions of higher education in the state. Representatives of seven public and private institutions have observed the center in operation.

Field experiences and internships were frequently mentioned as significant aspects of intitutional and instructional development. Administrators, faculty members, and students reported that internships have provided a unique opportunity to learn off-campus and, at the same time, provide a meaningful service, gain self-confidence, and learn about careers and job opportunities. A number of institutions have reported spin-off effects from internships to placement activities. Enthusiasm stems from the ability of students to readily secure positions in the progression from internships to careers. They report that specific knowledge and skills have been taught which distinguish them from graduates of other institutions, thus giving them an "edge" in employment. This enthusiasm has reinforced a commitment to the development and maintenance of internships.

These are some of the results which are not realized immediately upon initiation of AIDP participation. It takes several years to adequately develop internship programs and for graduates to report back on successful placements. Nevertheless, the start-up time appears to justify the investment of funds and time.

Developments in curriculum and instructional areas indicate that a developing institution with sufficient start-up time and funding can achieve a position of national leadership by pioneering fresh new responses to unmet edducational needs. At another level, a developing institution can fulfill heretofore unmet needs of students and faculty.

AIDP NATIONAL PRIORITY AREA III: ADMINISTRATIVE EFFECTIVENESS

One of the primary impacts of AIDP participation on administrative effectiveness is the beginning of definite steps toward greater institutional stability on four fronts: (1) development of sound systems of fiscal management; (2) greater concern for planning and its integration with management and evaluation; (3) total institutional involvement in decision making; and (4) new and more flexible administrative styles. Nearly all of the institutions visited reported their management system had changed through participation in AIDP and the changes will endure after AIDP participation has ended. The "die has been cast," as it were, irreversibly moving the institution toward more effective management and greater stability.

The planning, management, and evaluation components of AIDP grants require for the most part significant restructuring of management processes on each campus. This generally has resulted in greater involvement from all levels of staff, administrators, and faculty members in the decision-making process. The upper-level administrators interviewed indicated that not only did changes in management require more time than originally anticipated, but that the changes originally envisioned generally resulted in additional unanticipated changes which have resulted in strengthening the administration. At the same time, institutions participating for longer periods in the program report that it takes several years for problems to surface which were unrecognizable in earlier years. This awareness is attributed to sharpened perceptions of administrators and better, more comprehensive knowledge of the institution itself.

Changes have been noted in the decision-making process. Better decisions are reported being made with fewer challenges, resulting in clearer definitions of roles and responsibilities. Faculty-administrative relationships have been more clearly defined and improved. Increased faculty participation in decisions affecting them has brought decision making closer to the level of implementation, thereby shortening the time it takes for decisions to be implemented after they have been made. Further, broader bases of support are generated through broader input into decisions.

AIDP has encouraged (as well as required) shifts from short-range year-to-year planning to long-range planning. AIDP has thus had a stabilizing effect by focusing on future outcomes which can allow planning to take place even when current conditions may be confused and disorganized. Once future goals are set and plans are developed for their achievement, confusion can subside as positive direction takes place. The focus has shifted from justification of annual budgets to planning budgets around anticipated needs. As increased funding is generated through a successful fund replacement strategy, it may be possible to introduce greater flexibility into budgetary planning.

Management Information Systems (MIS) have been developed. Where these are being utilized effectively by most departments, increases are noted in a new sense of orderliness. This appears to have an influence across campus in terms of an improved self-image and confidence that the institution can in fact do an outstanding job in areas defined by its mission statements. At the same time, management information systems are reported providing more reliable information for decision making. This occurs after a number of years of participation in AIDP. Institutions which have not fully developed MIS capabilities still lack clear-cut progressive changes in decision making. Evidence shows, however, that when this expertise is developed and utilized by administrators, institutional stability is enhanced, with benefits beyond the input of time and funding spent in its implementation and development. Thus, Prairie View A&M University in Texas has identified MIS and related transactional information systems as important areas for development on campus. Through activities in MIS/TIS, data elements are being centralized, embracing fiscal, departmental, and administrative matters. Consequently, much duplication of reporting has been eliminated and information can be retrieved more quickly in such areas as admissions, student statistics, etc.

A more specialized system has been developed at Alabama A&M University. The AID Program there has resulted in the development of an integrated student information system which has built a bank of data on students. This information is used in helping to plan for course development, counseling, and administrative decisions based on the number and types of students enrolled. Faculty members have learned to work with the Information System materials in addition to administrators, thus providing information to all segments of the university campus.

A number of AIDP institutions have students, administrators, and faculty members from a variety of ethnic backgrounds. This situation multiplies the number of different orientation methods needed and increases problems associated with changes needed in management. The University of Southern Colorado is an institution with such a multi-cultural student body and administration. It has, through the use of AIDP funds, developed a cultural awareness activity. The purpose of this activity has been the development of a campus environment that is culturally conducive to the ethnic diversity of both students and staff. Cultural awareness workshops have been held, and intercultural activities and displays have been encouraged to further draw the academic community together.

AIDP has demonstrated more potential than many institutions had thought could be realized. Advantages and strides made in increasing administrative effectiveness are probably not reversible. Institutions have moved foward despite inherent obstacles on campus. Without exception, changes have occurred on each campus visit which have moved the college toward greater institutional stability and better utilization of management skills and capabilities. These changes have strengthened operation and management.

Presidential Leadership

During the site visits evidence was gathered that there is no substitute for strong presidential involvement and leverage in development and implementation of AID Programs. The direct involvement and concern of the president represent a unifying force that not only gives direction and backing at all stages of AIDP implementation, but also provides the backdrop for the ethos which develops for each distinct AID Program. If the spirit of new institutional development from those involved in AIDP is to extend to the entire campus, then this impetus must originate with the president and extend to the entire campus whose identification is required for AIDP to reach the levels necessary for total institutional implementation.

Changes in the presidency can have devastating effects on the development of planning, management, and evaluation efforts. In some cases where the entire top management team is replaced, the effects can slow down implementation of AIDP activities for as much as a year. On the other hand, new presidents accepting institutional leadership after AIDP has begun can represent a revitalizing factor in the emerging programs. New insights can be gained in PME and other administrative endeavors as a result of fresh thinking and experiences.

E. CONCLUSIONS

The data developed from the site visits corroborate the more quantitative data of the periodic reports and the impact questionnaire. However, the visits provided information which would be most difficult to obtain through a questionnaire. Due to their sharper focus, the site visits revealed the impact of certain activities that had not been reported because they were not perceived to be part of the goal identified by the institution. There also were qualitative differences. In-depth interviewing showed all schools having much more articulation with the community than had been anticipated. Unplanned community outreach activities had evolved, but had not been identified as an indirect result of AIDP. It would be difficult to construct a questionnaire that would probe with the persistence of an interviewer, but the information so derived is both corroborative and expansive.

Anticipation over the impending site visit prompted the personnel of each of the institutions to conduct a self-appraisal. While this was initiated in a climate of anxiety, individuals at each institution stated that the self-study had facilitated a further clarification of institutional and AIDP intent.

The site visits also provide a unique opportunity for dissident voices to be heard. On several campuses, some critics discussed their disagreements with the interviewers. This provided an additional dimension to the interviewers' understanding of the campus organizational environment, and provided the dissidents with an opportunity to discuss their problems in confidence, as had been previously explained to all parties. It illustrated the ego strength and confidence of the institutions' administration in general and the integrity of the AIDP coordinator in particular.

The site visit component provided a stage for each institution to display its achievements. There was a candor about accomplishments and shortfalls. Discussions of long-range plans revealed raised expectation levels which were frequently contingent on future AIDP funding.

Findings led to other conclusions which are more judgemental when assessing their probable impact on the implementation of the AID Program.

NEGATIVE

- Unions are generally opposed to the participation of faculty in the management of the institutions. Some union representatives perceive it as a means to subvert their influence and co-opt the faculty, rendering it more malleable. Participative management is perceived by some faculty (union and nonunion) as a means to extract even more time and effort from an already overworked faculty.
- The enthusiasm and motivation generated by AIDP funding on occasion has prompted overly ambitious initial and subsequent plans and goals, resulting in the overextension of some staff and programs. This might feed faculty union contentions of overloading.

- There is a continuing anxiety that some of the benefits of AIDP-funded activities will evaporate when AIDP is discontinued. Due to the uncertainty of the continuation of the AID Program, there may be a predisposition at times in the future toward hardware acquisition with high acquisition costs but low operating costs, favoring programs that are capital or technology intensive, rather than labor intensive.

- There are tendencies in AIDP planning to undertake too many new programs which are all expected to develop rapidly and accomplish in three to five years what may actually take eight to ten years for completion. While this compression and addition of programs may produce the required critical mass for change to occur, destructive side effects must constantly be minimized and caution must be taken to concentrate institutional efforts toward ends rather than means.

- Tendencies to purchase prepackaged models for implementing AIDP activities and borrowing models from nearby campuses can be shortcuts to implementation but may be counterproductive if more staff time is needed to tailor them to individual campuses than would have been required to develop them initially.

POSITIVE

- All the AIDP coordinators recognize the sequential, progressive phases of the planned change process. Their role may commence as an initiator and motivator, but will evolve into that of a facilitator and a passive supporter. This transition will help diffuse any fears of empire-building.

- There is general campus-wide recognition of the importance of AIDP input. There is a growing recognition of the importance of AIDP as an influence in developing institutional autonomy and stability. There is also a realization that there will be occasional failures among the many AIDP efforts and that USOE recognizes this as a reality.

- Participative management and the democratization of planning and decision making have introduced a new dimension of involvement on the campuses of grantee institutions. The general net effect has been a more effective working relationship among the institutions' component groups.

- AIDP promoted interdependence and rapport between academic and career oriented instructional areas through funded and unfunded activities which enhanced both. It also was the catalyst for improved institution-community relations and the realization of areas of mutual interest and needs.

- Successes of AIDP nationally have led to increased credibility in individual institutions and individual faculty and staff members on campus. The result has been not only the growth that comes from success but increased prominence of AIDP institutions among other institutons of higher education. This enhances fund-raising capability potential.

The success of AIDP reflects the commitment and influence of the president. The president's continuing involvement in the AIDP implementation process gives an emphasis which increases the involvement of administrators and faculty, including faculty in areas that are not AIDP activities. There appears to be a direct relationship between the duration of the president's tenure and the influence and impact on the implementation of AIDP activities, especially planning, management, and evaluation. There is evidence that the president's tenure and commitment to AIDP probably has as much impact on the success of AIDP implementation as the efforts of the coordinators. Enthusiastic support of AIDP activities by a new president overcomes the disadvantages of a recent appointment.

V. CONCLUSIONS, RECOMMENDATIONS, AND FUTURE IMPLICATIONS

In the current study, it has become increasingly evident that the AID Program has had a significant impact on the grantee institutions. The consensus among key administrators is that the impact is reflected in greatly strengthened academic programs and student support services as well as improved administrative processes.

Throughout the conduct of this study, common themes and statistics for AIDP institutions were sought and checked against more general patterns of higher educational development. Observations including qualitative and quantitative changes were recorded by institutions and then analyzed by the assisting agencies which conducted the study.

Based on the analyses, the following major findings and conclusions are drawn:

PLANNING, MANAGEMENT AND EVALUATION — THE PRIME THRUST

1. AIDP requirements for written objectives and performance evaluation measures have been voluntarily adopted on an institution-wide basis. Many institutions now use a modified version of the USOE-initiated monitoring and evaluation requirements in monitoring, evaluating and allocating non-AIDP-related activities and resources.

2. Presidential leadership and active involvement have proven essential for the development and effective implementation of AIDP-funded activities. A waiting period is often evidenced in which implementation efforts are delayed until presidential direction is forthcoming.

3. Strong presidential endorsement of systematic planning, management, and evaluation greatly increase the development and implementation of PME on a broad institutional plane. The absence of such endorsement has the converse effect. There is evidence that optimum impact derives when the president assumes an active leadership role from the earliest planning stages through implementation.

4. Leadership developed in the course of conducting AIDP activities has resulted in the emergence of a cadre of key administrators with experience in systematic planning and the management of change. Evidence for this has been found in the site visits, in improved submissions on reporting schedules, and in growing respect of such officers on campus and elsewhere.

5. AIDP participation has resulted in changes in administrative processes at all institutions. These changes have drawn institutions forward toward more systematized planning, management and evaluation efforts encompassing all levels of institutional administration. At the same time, progress toward full implementation of these processes proceeds at a pace unique to each institution.

6. Although future sources of financial support are investigated as a matter of course, the data do not suggest a growing dependency of AIDP institutions on Federal grants. While there is an expectation that Federal funds will remain an important source of funding, the institutions seek private support and gifts with greater frequency than they seek Federal funds.

7. Staff members on campuses demonstrate greater initiative in seeking and attracting external funding. Funds are being sought from more diverse sources.

8. This institutionalization of systematic planning increasingly requires institutions to confront hard policy questions in advance, resulting in more sophisticated implementation efforts.

9. The impact of AIDP-funded activities upon the transactional information systems has been significant. AIDP activities have initiated or modified twice as many subsystems as institutions had completed prior to receipt of the grant. An unanticipated consequence of subsystem building has been the supportive participation of faculty and staff on a broad scale.

10. Growth of more comprehensive information subsystems tends to support other findings that important linkages among institutional units is an essential part of the development progress. Once established, the flow of information becomes a key element in maintaining these linkages.

11. Primary growth in development of an office of institutional research has been in the direction of informational analysis and research and away from discrete studies. This lends support to the function of the systems approach which has been accepted by many institutions.

12. Institutions have remained optimistic in their expectations for a functioning PME system. Progress has been slowest in implementation of the management component of PME. Institutions report that more work remains in the evaluation component than in either planning or management components.

STUDENTS – THE PRIME BENEFICIARIES

1. Many innovative programs with direct benefits for low-income students have been implemeted with AIDP direction and funding. These activities have been integrated with other curricular offerings. There is evidence of a direct relationship between the frequency of this occurrence and the number of years that institutions participate in AIDP.

2. Experience in AIDP appears to lead institutions to develop interrelated supportive services which assist students in placement as well as in improved student retention. Evidence for this finding is the fact that institutions with longer experience in AIDP reported more success in enrolling low-income students, in their completion of programs, and in finding employment in areas for which students had been prepared.

3. Programs in the areas of basic skills and developmental programs have been expanded throughout the course of AIDP participation. A focus on meeting the needs of students from low-income families is clearly in evidence.

4. Course offerings in career areas have expanded as a result of AIDP experience. Larger increases were especially noted among institutions with more years of participation in AIDP.

5. Special group programs offering specific services to such groups as women, senior citizens and handicapped have increased as a result of AIDP. Smaller institutions reported especially large increases in this area indicating a new focus of attention on meeting the needs of these groups.

6. Student personnel services have increased through AIDP participation along with the number of professionals employed to serve student needs. Institutions have evidenced increasing success in securing jobs for graduates, especially for students from low-income families. Drops were noted in the ratio of counselors to students with anticipated strengthening of institutional capabilities in the area of student support programs.

7. Course offerings in the area of continuing education increased as a result of AIDP participation. Smaller institutions in particular expanded their offerings in continuing education activities and reported increased student enrollments in these courses.

RECOMMENDATIONS

Action Steps

1. Institutions should be encouraged to redirect or discontinue floundering activities. If activities are identified that hold no promise for contributing to institutional goal attainment, both the institution concerned and the Office of Education should have procedures that will encourage a prompt redirection of funds and effort.

2. Efforts should be made to encourage accreditation agencies to give increased attention to PME capabilities in assessing the quality of institutional programs and administrative practices. The quality of agency recommendations will need to be more precise and relate more specifically to the institution's stated goals, objectives, and performance evaluation measures.

3. Early technical assistance to refine statements of goals, objectives and performance evaluation measures for initial submissions of program operational plans should be continued.

4. Systematic, on-campus monitoring and evaluation of AIDP activities should be continued and integrated into the institution's total administrative operations.

5. Increased interaction should be encouraged among appropriate representatives of participating AIDP institutions. This interaction should extend beyond contacts at workshops and conferences and should lead to increased sharing of experiences involving successes and failures.

6. USOE should take appropriate steps to ensure that firms and organizations which provide consulting services to institutions under the aegis of the AID Program should use the same conceptual framework for program planning and evaluation that the grantee institutions are required to use.

7. USOE should continue to focus special attention on the involvement of institutional presidents in AID program planning and implementation.

FUTURE

Future trends in administrative areas will be influenced in no small part by major changes that have already taken place in AIDP institutions.

Progress toward improved institutional development has resulted from PME systems building. One major result has been in improved transactional information systems, another in refining the planning processes. Improvement in the management and evaluation components is underway. Linkages among the three components, earlier understood to be a desirable goal, together with improved flow of information and communication, are reported to have attained a level of significant progress or are substantially accomplished in a number of cases. Institutions project continuation of systems building through 1981. It is therefore reasonable to expect that greater substantive improvements in administrative effectiveness will accrue in the future.

There is no evidence that institutions contemplate a reversion to ineffective management practices. This conclusion is based on observations made during on-campus visitations, institutions' periodic progress reports, and presentations at Consortium-sponsored conferences and workshops. For example, institutions have reported plans to continue progress in the future in the building of new transactional information systems and the merging or integrating of such subsystems into more comprehensive ones.

Furthermore, increased participation of faculty and staff, required to produce more specific objectives and performance evaluation measures, will probably continue. The interdependence and interaction among units, essential for effective program management, is also likely to be continued.

Institutional representatives further project that skills acquired in organizing and carrying out assigned duties will be reflected in future administrative practices.

Worthwhile studies, completed under AIDP, are now viewed as a continuing part of the information analysis to be conducted by an expanded institutional research office. It is reasonable to expect that the information flow, now more accurate and timely, will be regarded as vital to an institution's survival and hence will continue to be expanded and improved.

The realities of organizational life of AIDP institutions, along with others, will become increasingly complex, with interdependent relationships between areas of increasing specialization. This will necessitate more decentralization of decision making by persons in the hierarchy of institutions. Since AIDP activities are reported to have assisted institutions in dealing with these realities, it is expected that future organizational developments will take cognizance of these effective administrative practices.

Most of all, however, it is the development and appropriation of a dynamic, self-renewing and responsive administrative system that holds the greatest promise for future institutional development and increased administrative effectiveness.

As a matter of national policy, investments already made in the AID Program should be continued and strengthened so that the full benefits and promises of AIDP can be fulfilled and the broad segments of students served by grantee institutions receive the character and quality of educational opportunity to which they are entitled and which will further enrich and serve our society.

1977-78 ANNUAL AIDP
IMPACT EVALUATION STUDY
QUESTIONNAIRE

Prepared by
Tuskegee Institute, 4-Year Coordinating Institution
and
Central YMCA Community College, 2-Year Coordinating Institution

March 1978

CURRICULUM IMPROVEMENT
PART A

Please record the appropriate numbers in the columns on the right, corresponding to the questions below.

OCCUPATIONAL/PROFESSIONAL/CAREER CREDIT PROGRAMS	During the last full academic year prior to AIDP award	During 1977-78 academic year
1. Total number of all major and minor occupational/professional/career credit programs.	______	______
2. Total number of AIDP-supported major and minor occupational/professional/career credit programs.		______
Total number fully operational		______
Total number partially operational		______
Total number in formative stage with no courses yet offered		______
3. Students enrolled in the institution's major and minor occupational/professional/career programs.		
Total number of students	______	______
Total number of low-income students	______	______
Students completing the programs		
Total number	______	______
Number of low-income students	______	______
Students completing the programs and findings employment in occupations/professions/careers for which they prepared.		
Total number	______	______
Number of low-income students	______	______
ACADEMIC AREAS		
1. Total number of all programs in academic areas.	______	______
2. Total number of AIDP-supported programs in academic areas.		______
Total number fully operational		______
Total number partially operational		______
Total number in formative stage with no courses yet offered		______

	During the last full academic year prior to AIDP award	During 1977-78 academic year
3. Students enrolled in the institution's major and minor programs in academic areas.		
Total number		
Number of low-income students		
Students completing the programs		
Total number		
Number of low-income students		
Students entering graduate or professional schools		
Total number		
Number of low-income students		
BASIC SKILLS/REMEDIAL/DEVELOPMENTAL PROGRAMS		
1. Total number of all basic skills/remedial/developmental programs.		
2. Total number of AIDP-supported basic skills/remedial/developmental programs.		
Total number fully operational		
Total number partially operational		
Total number in formative stages with no courses yet offered		
3. Students enrolled in the institution's basic skills/remedial/developmental programs.		
Total number of students		
Number of low-income students		
Students completing the programs		
Total number		
Number of low-income students		

	During the last full academic year prior to AIDP award	During 1977-78 academic year
SPECIAL GROUP PROGRAMS		
1. Total number of all special group programs.	______	______
2. Total number of AIDP-supported special group programs.		______
Total number fully operational		______
Total number partially operational		______
Total number in formative stage with no courses yet offered		______
3. Students enrolled in the special group programs.		
Total number	______	______
Number of low-income students	______	______
Students completing the programs		
Total number of students	______	______
Number of low-income students	______	______
TRANSFER PROGRAMS (To be completed by 2-year institutions only)		
1. Total number of transfer programs.	______	______
2. Total number of AIDP-supported transfer programs.		______
3. Students enrolled in AIDP-supported transfer programs.		
Total number	______	______
Number of low-income students	______	______
Students completing the programs		
Total number	______	______
Number of low-income students	______	______

STUDENT PERSONNEL SERVICES
PART B

Please record the appropriate numbers in the columns on the right below, corresponding to questions 1-8.

STUDENT SERVICES ACTIVITIES	During the last full academic year prior to AIDP award	During 1977-78 academic year
1. Total number of student services activities.	______	______
2. Total number of student services activities supported fully or partially by AIDP.		
Number fully operational		______
Number partially operational		______
Number in formative stage with no services yet offered		______
3. Total number of students (head count) enrolled in the institution.	______	______
4. Number of students placed in jobs by the institution's job placement service while enrolled.		
Total number	______	______
Number of low-income students	______	______
5. Number of graduates of the institution placed in jobs by the job placement service.		
Total number	______	______
Number who were low-income students	______	______
6. Number of graduates of the institution placed in jobs by departments other than job placement services.	______	______
7. FTE number of professional persons assigned to student personnel services.	______	______
8. Professional counselor—daytime student (head count) ratio (e.g., 1:500, 1:100, etc.).	______	______
9. Professional counselor—nighttime student (head count) ratio (e.g., 1:500, 1:100, etc.).	______	______

CONTINUING EDUCATION
PART C

Please record the appropriate numbers in the columns on the right below, corresponding to questions 1-7.

CONTINUING EDUCATION ACTIVITIES	During the last full academic year prior to AIDP award	During 1977-78 academic year
1. Number of studies that have been conducted to identify special interests and/or desires among different segments of the population for degree credit educational programs.		
2. Number of degree credit continuing education courses.		
On campus		
Off campus		
3. Number of persons (head count) enrolled in degree credit continuing education courses.		
On campus		
Off campus		
4. Number of low-income persons (head count) enrolled in degree credit continuing education courses.		
On campus		
Off campus		
5. Number of off-campus degree credit continuing education instructional sites.		
6. Number of non-degree credit activities.		
7. Number of persons served in non-degree credit activities.		
Total number		
Number of low-income students		

PLANNING, MANAGEMENT, AND EVALUATION SYSTEM
PART D
Section 1

Read each of the following statements and determine the status of development for your institution. In making this determination, read the following categories and select the letter which best represents your situation for each statement, then write it on the line to the right of each statement.

Categories

	Approximate percentage of development	
Substantially accomplished	85-100%	A
Significant progress toward completion	50-85%	B
Partially completed	15-50%	C
Initial effort	15%	D
Non-existent	0%	E
No change planned		F

	STATUS OF DEVELOPMENT		
IMPLEMENTATION OF PLANNING	Academic year prior to AIDP award	1977-78 academic year	1980-81 academic year
1. Mission and goal statements.			
a. Exist in a clearly-stated form			
b. Are comprehensive and institution-wide.			
c. Articulating and updating mission and goal statements are established, continuing processes.			
2. Objectives clearly articulated for programs within the institutions.			
a. All academic units at the department, division, discipline, or similar level.			
b. All instructional programs at the course/class level.			
c. All other administrative units.			

	STATUS OF DEVELOPMENT		
	Academic year prior to AIDP award	1977-78 academic year	1980-81 academic year
3. Policies and procedures developed to the desired level to assess need for change.			
a. Committee processes			
b. Responses to plans from administrative offices			
c. Systematic encouragement and stimulation to staff on new approaches			
d. Deletion and addition of courses			
4. Participation of relevant groups in planning has reached the desired level of adequacy.			
a. Administration (at all levels)			
1. Completion of training in planning skills and techniques			
2. Participation in planning as a year-round activity.			
b. Faculty (as individuals and as committee members)			
1. Completion of training in planning skills and techniques (within scope of responsibilities)			
2. Participation in planning as a year-round activity.			
c. Governing board			
1. Assumes an active role in planning based upon sufficient training.			
2. Planning is recognized as an important board concern.			
d. Students (in area related to their concerns)			
1. Have a general awareness of their role in planning.			
e. Alumni (in contacts with the institution)			
1. Are aware of and support institutional planning.			
f. Community (public agencies; supporters)			
1. Community needs incorporated in institutional planning.			

	STATUS OF DEVELOPMENT		
	Academic year prior to AIDP award	1977-78 academic year	1980-81 academic year
5. Level of adequacy of information used for planning decisions.			
a. Reliability and scope.			
b. Needs assessments.			
c. Trends analysis.			
d. Market analysis on use of graduates.			
e. Status reports on progress.			
6. Procedures for using evaluation in the planning process.			
a. Procedures established.			
b. Evaluation results actually flow to primary users for planning purposes.			
7. Fiscal processes.			
a. Contribute directly to fiscal planning needs.			
b. Fiscal planning incorporated into total institutional planning process.			
8. Level of adequacy of organizational support for planning.			
a. Professional staff assist in institution-wide planning activities.			
b. Institution research and analysis services support for planning.			
c. Computer center support for planning.			

MANAGEMENT

1. Definition of roles and functions of institutional personnel.			
a. Clearly stated job descriptions established.			
b. Tables and charts of organization reflect how the institution actually operates.			
c. Elimination of ambiguities of reporting responsibilities.			

	STATUS OF DEVELOPMENT		
	Academic year prior to AIDP award	1977-78 academic year	1980-81 academic year
2. Desired level of fiscal monitoring.			
a. System for maintaining a pre-established pace of controllable expenditures in use.			
b. Regular procedure for frequent review and necessary recycling of funds in use.			
c. Sufficient cash flow reporting procedures in use.			
d. Timely fiscal information retrieved for decision making.			
3. Desired operational level of data base and information retrieval to serve decision making in areas of:			
a. Students			
b. Instruction			
c. Faculty personnel			
d. Administrative personnel			
e. Alumni			
f. Facilities and inventory			
4. Desired quality of a policies and procedures manual.			
a. Complete			
b. Clearly stated			
c. Used as a basic operating reference			
5. Desired level of use of criteria and objectives to guide day-to-day operations.			
a. Institution-wide use of program or activity objectives.			
b. Objectives developed for individual administrators.			
c. Outcome measures, including institutional impact and rates of student retention, placement, and transfer in use.			

	STATUS OF DEVELOPMENT		
	Academic year prior to AIDP award	**1977-78 academic year**	**1980-81 academic year**
6. Desired level of quality of written procedures for determining resource allocation.			
a. Fiscal resources			
b. Human resources			
c. Facilities and equipment			
d. Academic programs			
e. Other programs			
7. Desired level of use of evaluation data to alter institutional programs.			
a. Fiscal resources			
b. Human resources			
c. Facilities and equipment			
d. Personnel assignments			
EVALUATION			
1. Program evaluation			
a. Desired level of quality of performance measures for each institutional program.			
1. Written			
2. Used for evaluation			
b. Desired level of quality of achievement measures for mission and goals.			
1. Identified			
2. Used for evaluation			
c. Institutional monitoring procedures at desired quality level.			
1. Identified			
2. Used for evaluation			
d. Supportive studies conducted at the desired level of frequency and adequacy.			
1. Assessment of student performance.			
2. Student attrition assessment.			
3. Follow-up studies of graduates and former students			

	STATUS OF DEVELOPMENT		
	Academic year prior to AIDP award	1977-78 academic year	1980-81 academic year
2. Criteria and procedures for formal evaluation of personnel of the desired level of quality have been developed and are in use for:			
a. Administrators			
b. Faculty			
c. Other staff			
3. Desired level of impact of the institution's PME system.			
a. Faculty awareness of how the institution's PME system works.			
b. Staff awareness of how the institution's PME system works.			
c. Each individual member of the college community understands his/her PME responsibilities and how to use the system.			

PLANNING, MANAGEMENT, AND EVALUATION
SECTION II

Write the appropriate number/information on the lines to the right of each statement.

	Academic year prior to AIDP award	1977-78 Academic year	1980-81 Academic year
1. In addition to institution-wide developments reported above, are there distinct administrative units that set objectives and evaluate their efforts employing PME strategies? (Give number.)			
a. AIDP activity units.			
b. Other units.			

2. Institutional Research.

Has your institution opened or expanded an office of institutional research. If the answer is yes, what are the new areas of activity?

3. Transactional information system.

An inventory of computer-assisted subsystems that your institution has used or intends to use. Section A requires a listing of pre-AIDP subsystems only and section B requires a listing of subsystems initiated after the AIDP grant.

Directions

Indicate the status that each subsystem has achieved or is expected to achieve for the appropriate year, as follows: (use one or more indicators as appropriate.)

C = Continued without major modification
M = Merged to form a more comprehensive subsystem
U = Major upgrading or modification
D = Discontinued (neither merged nor upgraded)
(P) = Being developed but not operational

List only the major subsystems by the short title commonly used at your institution.

a. Pre-AIDP subsystems (only)

Short Title	Status 1977-78	1980-81

Circle entries in the status columns which do not involve AIDP funds.

b. Subsystems initiated (or to be initiated) after the data of the AIDP grant award (include subsystems under their new titles where a substantial redesign of earlier subsystems has taken place).

Short Title	Status 1977-78	1980-81

Circle entries in the status columns which do not involve AIDP funds.

UNIVERSITY OF CALIF.

FEB 9 1979

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